# English

Grade 4

Based on Single National Curriculum 2020

One Nation, One Curriculum

Punjab Curriculum and Textbook Board, Lahore

بِسۡمِ اللّٰہِ الرَّحۡمٰنِ الرَّحِیۡمِ

(In the Name of Allah, the Most Compassionate, the Most Merciful.)

# English

# Grade 4

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**Based on Single National Curriculum 2020**

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**PUNJAB CURRICULUM AND TEXTBOOK BOARD, LAHORE**

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Experimental Edition

Publisher: Punjab Curriculum And Textbook Board,lahore

Printer: Malik House,Lahore

Date of Printing
February 2022

| PMIU | PEF | PEIMA | MLWC | Special Education | LNFBE | Literacy (TSKL) | Total Quantity |
|---|---|---|---|---|---|---|---|
| 579690 | 155915 | 62751 | 157 | 0 | 53195 | 0 | 851,708 |

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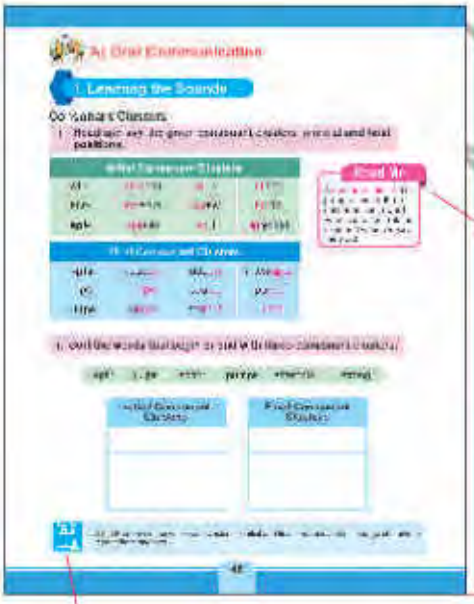
# About the Book

Learning outcomes provide key learning expectations.

Each unit revolves around a social/ ethical theme and content for the development of four language skills.

Text is organised around the theme of the unit. Pictures aid in better understanding of the text.




It provides information about the concept being taught.

Each unit is divided into four major sections. These sections collectively develop spelling and other language skills: reading, writing, listening and speaking.

Teaching points make teaching more effective and skillful.

Review pages have been provided throughout the book to assess students' learning.

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| 3. The Journey of Chocolate | 22 | Technology | Amazing inventions | Diphthongs<br>Express likes and dislikes |
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| 4. The Pride of Pakistan | 34 | Patriotism/National Pride | Amazing inventions | Diphthongs<br>Respond to instructions and directions |
| 5. Thank You, Lord | 45 | Ethics and Values | Showing/ exhibiting patriotism through deeds | Consonant clusters<br>Express opinion |
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| Reading and Critical Thinking | Language Focus | Grammar | Writing |
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| Questions and answers<br>Joining words, Pie chart , Bar graph<br>Choose the correct answer | Words meanings<br>Anagrams | Regular and irregular nouns<br>Action verbs, Preposition of position, Capitalisation | Write a recipe |
| | | | |
| Questions and answers<br>Mind mapping, Gapped summary<br>Choose the correct answer | Words meanings<br>Change in parts of speech<br>Synonyms and antonyms | Nouns with no change<br>Helping verbs<br>Prepositions of time<br>Capitalisation | Write descriptive paragraph |
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| | | | |
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| Questions and answers<br>Elements of fable<br>Choose the correct answer | Questions and answers<br>Elements of fable<br>Choose the correct answer | Pronouns as subject, object and for possession, Tenses, Joining words, Question words, Apostrophe | Write a fable |
| Questions and answers<br>Position words<br>Describing picture<br>Choose the correct answer | Questions and answers<br>Position words<br>Describing picture<br>Choose the correct answer | Pointing words<br>Past continuous tense<br>Connectors<br>Hyphens | Write an expository paragraph |
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| | | | |

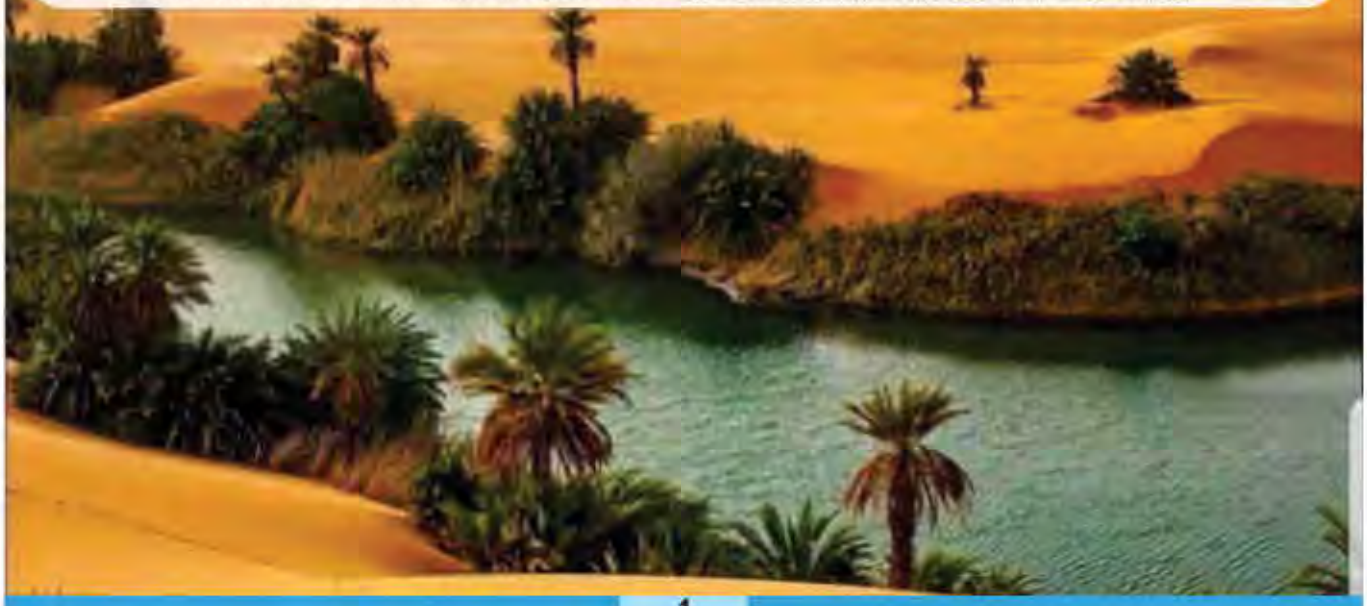
# Unit 1

# Great Caliphs of Islam

## Learning Outcomes

**After completing this unit, you will be able to:**

- use pre-reading strategies to predict the content/ vocabulary of a text from pictures and the title etc., by using prior knowledge.
- apply critical thinking to interact with the text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions.
- identify and classify words that begin with vowel sounds.
- identify and use previously learnt and more formulaic expressions of greetings, routine social courtesies and some communicative functions according to the age, gender and status of the addressee.
- use critical thinking to respond to the text (post reading): apply world knowledge and own opinion to the text read.
- recite poems.
- articulate and practise words containing digraphs, trigraphs, and silent letters.
- classify into differents categories, and use more naming, action and describing words, from pictures, signboards, labels, etc., in their immediate and extended environment.
- identify countable and uncountable nouns.
- demonstrate the use of some nouns from the immediate and extended environment as countable and uncountable.
- recall some more rules for the use of 'a', 'an' and 'the'.
- identify and use the definite article 'the'.
- classify adjectives of quantity, quality, size, shape, colour, and origin.
- use capitalisation according to the rules learnt earlier.
- write multi-syllable words with correct spelling.
- make sentences by replacing words and phrases in the given sentences.
- write sentences of their own using correct capitalisation, punctuation, and spelling.



## Getting Started

A true leader should have four qualities to make and rule a great nation.

### Let's Talk

- Do you want to be a leader? Why?
- Which leadership qualities do you want to have?
- Why is determination important for a leader?

# Great Caliphs of Islam

### Pre-reading

- What do you know about the great caliphs of Islam?
- How many Rashidun Caliphs are there in Islam?

The first caliphate, Rashidun Caliphate, was ruled by the four Rashidun (rightly-guided) caliphs: Hazrat Abu Bakr (رَضِیَ اللّٰہُ تَعَالٰی عَنْہُ), Hazrat Umar (رَضِیَ اللّٰہُ تَعَالٰی عَنْہُ), Hazrat Usman (رَضِیَ اللّٰہُ تَعَالٰی عَنْہُ) and Hazrat Ali (رَضِیَ اللّٰہُ تَعَالٰی عَنْہُ). Caliphs were religious and political leaders of the Muslim world. They were close companions of Hazrat Muhammad (رسول اللہ خاتم النبیین صلی اللہ علیہ وآلہ واصحابہ وسلم). They ruled under the guidance of the Holy Quran and teachings of Hazrat Muhammad(رسول اللہ خاتم النبیین صلی اللہ علیہ وآلہ واصحابہ وسلم). The Rashidun Caliphate lasted for 30 years. It is a role model for all Muslim rulers.

**Teaching Point**

Ask students to read the title and share what comes in their mind. Read aloud the text with correct pronunciation and intonation. Ask them to follow you accurately.

**Hazrat Abu Bakr Siddique** (رضی اللہ تعالیٰ عنہ) was a friend of Hazrat Muhammad (رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم). His name was Abdullah and his *kuniyyat* was Abu Bakr. His title was Siddique. He was a man of good habits. He was very kind hearted and loving. He was the first among men to embrace Islam.

**While-reading**

Who was the first man to accept Isalm?

Hazrat Abu Bakr (رضی اللہ تعالیٰ عنہ) spent his whole life in the company of Rasoolullah (خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم). He had great love and affection for him. Hazrat Abu Bakr's (رضی اللہ تعالیٰ عنہ) daughter Hazrat Ayesha (رضی اللہ تعالیٰ عنہا) was married to Rasoolullah (خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم). After the death of Rasoolullah (خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم), Hazrat Abu Bakr (رضی اللہ تعالیٰ عنہ) was elected as the first caliph of Islam. He remained caliph for more than two years.

**Hazrat Umar** (رضی اللہ تعالیٰ عنہ) was elected as the second caliph of Islam. Before embracing Islam, Hazrat Umar (رضی اللہ تعالیٰ عنہ) was an opponent of Islam. Hazrat Muhammad (رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم) wished that Umar (رضی اللہ تعالیٰ عنہ) must accept Islam. Allah (سبحانہ وتعالیٰ) answered his prayers and guided him (رضی اللہ تعالیٰ عنہ) to embrace Islam. The Muslims gained strength after Hazrat Umar (رضی اللہ تعالیٰ عنہ) embraced Islam. Earlier, the Muslims would say their prayers in hiding, but later they began to pray inside the Kaaba. That is why Rasoolullah (خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم) gave him (رضی اللہ تعالیٰ عنہ) the title of "Farooq" (the one who distinguishes between the right and wrong). He (رضی اللہ تعالیٰ عنہ) became a distinguishing factor between Muslims and disbelievers. Hazrat Umar (رضی اللہ تعالیٰ عنہ) loved Hazrat Muhammad (رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم) very much. His daughter Hazrat Hafsa (رضی اللہ تعالیٰ عنہا) was married to him (صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم). Hazrat Umar (رضی اللہ تعالیٰ عنہ) served Islam and the Muslims for ten and half years.

**While-reading**

What is the meaning of Al-Farooq?

**Hazrat Usman** (رضی اللہ تعالیٰ عنہ) was a very pious man. He was a friend of Hazrat Abu Bakr (رضی اللہ تعالیٰ عنہ). When Hazrat Abu Bakr (رضی اللہ تعالیٰ عنہ) invited him to Islam, he accepted it instantly. Hazrat Usman (رضی اللہ تعالیٰ عنہ) was a very rich trader. He was known as "Ghani" because he was very generous and spent generously in the way of Allah (سبحانہ وتعالیٰ). He always helped the Muslims in need.

Share different incidents from the life of of the Rashidun Caliphs. Tell students that we should follow and adopt their practices in our lives.

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He was known for marrying two of Hazrat Muhammad's (رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم) daughters, both at different times. For this, he became known as *Zun-Noorain*, meaning holder of two lights. After the martyrdom of Hazrat Umar (رضی اللہ تعالیٰ عنہ), Hazrat Usman (رضی اللہ تعالیٰ عنہ) became the third caliph of Islam. He remained in office for twelve years.

**While-reading**

When did Hazrat Usman (رضی اللہ تعالیٰ عنہ) embrace Islam?

**Hazrat Ali** (رضی اللہ تعالیٰ عنہ) was the son of Hazrat Abu Talib, uncle of Hazrat Muhammad (رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم). From his early childhood, Hazrat Ali (رضی اللہ تعالیٰ عنہ) lived with Rasoolullah (رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم). Hence, he was brought up in the care of Rasoolullah (خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم).

Hazrat Ali (رضی اللہ تعالیٰ عنہ) was the first among children to embrace Islam. He was at that time only ten years old. Hazrat Ali (رضی اللہ تعالیٰ عنہ) wrote letters and treaties for Rasoolullah (خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم). He was a very courageous man. That is why, he is also known as 'Asadullah', meaning "the Lion of Allah (سبحانہ وتعالیٰ)'. During the war of Khyber, Rasoolullah (خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم) handed Hazrat Ali (رضی اللہ تعالیٰ عنہ) the Islamic flag and Allah (سبحانہ وتعالیٰ) granted victory to the Muslims.

**While-reading**

Who was the first child to embrace Islam?

Hazrat Muhammad (رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم) had married off his beloved daughter Hazrat Fatima (رضی اللہ تعالیٰ عنہا) to Hazrat Ali (رضی اللہ تعالیٰ عنہ). Hazrat Hassan (رضی اللہ تعالیٰ عنہ) and Hazrat Hussain (رضی اللہ تعالیٰ عنہ) were the sons of Hazrat Ali (رضی اللہ تعالیٰ عنہ). Rasoolullah (خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم) loved Hazrat Hassan (رضی اللہ تعالیٰ عنہ) and Hazrat Hussain (رضی اللہ تعالیٰ عنہ) very much. After the martyrdom of Hazrat Usman (رضی اللہ تعالیٰ عنہ), Hazrat Ali (رضی اللہ تعالیٰ عنہ) became the fourth caliph of Islam. He performed his duties as a caliph for almost five years.

**Post-reading**

- Which two qualities of Hazrat Umar (رضی اللہ تعالیٰ عنہ) do you like the most? Why?
- Write a few sentence about the life of Hazrat Ali (رضی اللہ تعالیٰ عنہ) in your own words.

Teaching Point

Read the given questions aloud and ask students to tell their answers. Then tell them their correct answers.

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# A) Oral Communication

## 1. Learning the Sounds

### Vowel Sounds

**i. Read the following words starting with vowel sounds.**

ants  elements  informed

ostrich  unknown

**Read Me**

There are five vowels (a, e, i, o, u) in the English alphabet. These letters produce specific vowel sounds.

**ii. Read the following words. Write the words beginning with vowel sounds in the given blanks:**

octopus  cloud  sister  envelope  apricot  umpire  trophy

_____  _____

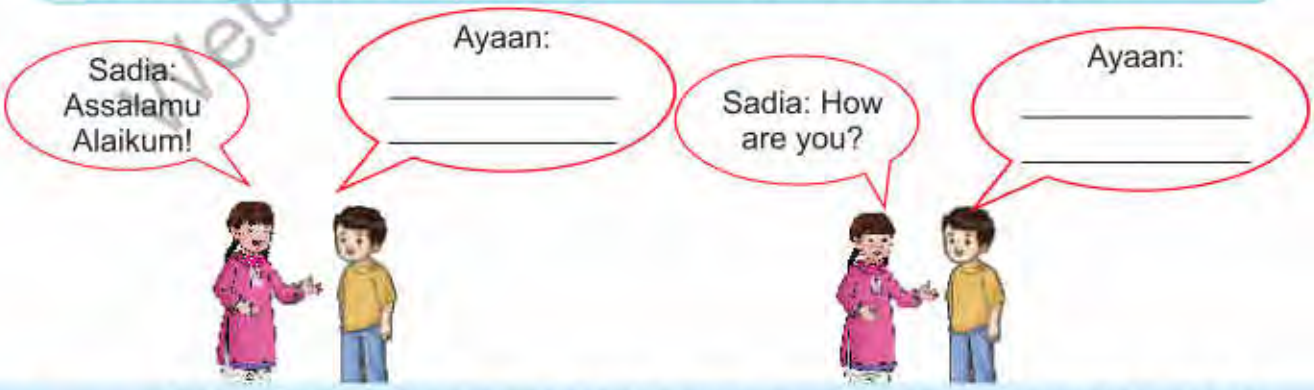
_____  _____

## 2. Learning to Speak

**i. Read the given greetings and fill in the blanks using words from the word bank.**

Yes, we can.  I am fine. Thank you!

Wa Alaikum Assalaam  Yes, I am. And you?




Teaching Point

A1 (i) Have students practise reading more words starting with vowel sounds. It will improve their pronunciation. A2 (i) Encourage students to read the given greetings and fill in the blanks using words from the given word bank. (Pair Work) Divide students into pairs. Have each pair practise the dialogues above.

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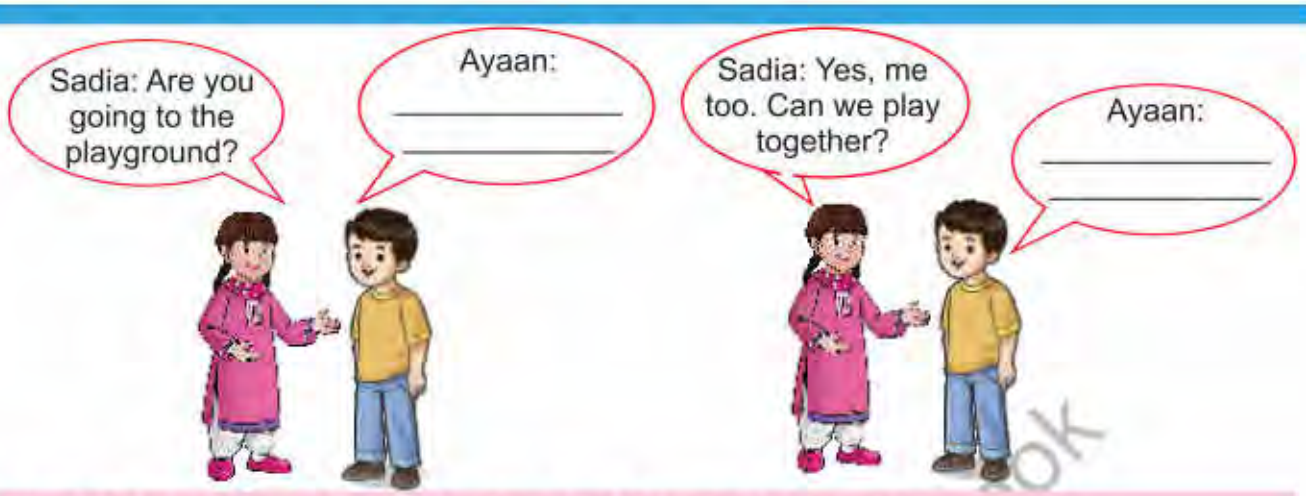


**ii. Make pairs of students. Ask them to express their willingness or unwillingness to participate in a debate competition.**

# B) Reading and Critical Thinking

## 1. Reading Comprehension

**i. Answer these questions.**

- Why was Hazrat Abu Bakr (رضی اللہ تعالیٰ عنہ) given the title of 'Siddique'?
- Why is Hazrat Usman (رضی اللہ تعالیٰ عنہ) called the 'holder of two lights'?
- At what age did Hazrat Ali (رضی اللہ تعالیٰ عنہ) accept Islam?

**ii. Read the following paragraph and notice the digraphs, trigraphs and silent letters.**

Hazrat Umar (رضی اللہ تعالیٰ عنہ) was the second caliph. He was known for his discipline and administration.He granted scholarships to the poor. He is a role model for the Muslims.The Muslim leaders should follow the footsteps of Hazrat Umar (رضی اللہ تعالیٰ عنہ) if they want to rule with justice.

**Read Me**

A digraph is a group of two letters that makes a single sound.
When two consonant letters combine to make one sound, they are called a consonant digraph. For example: chick, think, wheel, etc.

Teaching Point

B1 (ii) Have students recall the concept of digraphs and trigraphs by writing examples on the board.

### iii. Make at least two words with the given digraphs and trigraphs.

ch: _____ _____

wh: _____ _____

igh: _____ _____

tch: _____ _____

**Read Me**

A trigraph is a group of three letters that makes a single sound. For example: **p**a**ir**, f**igh**t, wa**tch**, etc.

### iv. Write five words with different silent letters.

_____ _____ _____

_____ _____

**Read Me**

Some words have silent letters; they are not pronounced. They can be vowels or consonants. For example: in 'lamb' and 'bike' the letters **b** and **e** are not pronounced.

### v. Fill in the blanks.

- The first caliph of Islam was _____.
- Hazrat Abu Bakr (رَضِیَ اللّٰہُ تَعَالٰی عَنْہُ) was a _____ of Rasoolullah (خَاتَمُ النَّبِیّٖنَ صَلَّی اللّٰہُ عَلَیْہِ وَاٰلِہٖ وَاَصْحَابِہٖ وَسَلَّم).
- Hazrat Usman (رَضِیَ اللّٰہُ تَعَالٰی عَنْہُ) was a very _____ trader.
- Hazrat Ali (رَضِیَ اللّٰہُ تَعَالٰی عَنْہُ) was the first among _____to accept Islam.
- Hazrat Umar (رَضِیَ اللّٰہُ تَعَالٰی عَنْہُ) was the _____ caliph of Islam.

## 2. Analytical Reading

### Read about the four caliphs of Islam. Note down some of their personality traits in your notebook.

Teaching Point

B1 (iii) Encourage students to make words with the given digraphs and trigraphs. B1 (iv) Tell students that silent letters are spelt in words but not pronounced. Ask them to share more examples of silent letters.

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# C) Language Focus

## 1. Vocabulary Building

**i. Read the given words with their meanings.**

| | |
|---|---|
| affection | feelings of love |
| distinguish | to recognise the difference |
| generous | open-handed |
| treaties | a formal agreement between two or more countries |
| martyr | the person who dies for religion or patriotism |

### Naming, Action and Describing Words

**ii. Pick three naming, action and describing words from the picture. Write them in the correct boxes.**

Naming words

_____
_____
_____

Action words

_____
_____
_____

Describing words

_____
_____
_____

Teaching Point

C1 (i) Ask them to learn words with meanings. Ask them to use these words in their daily conversation. C1 (ii) Have students recall the concepts of naming, action and describing words. Encourage them to share examples of each.

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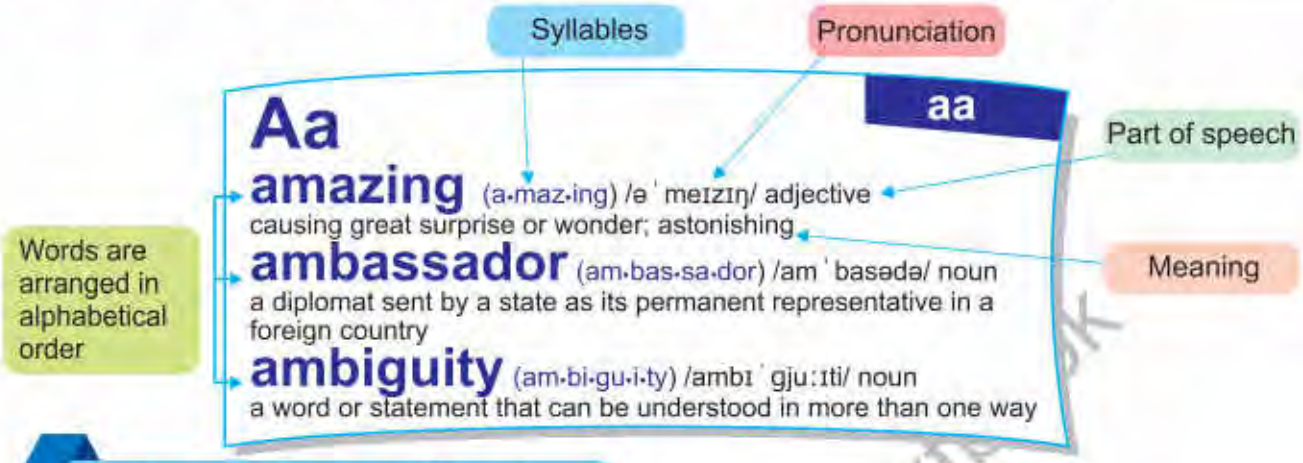
### iii. Read the alphabetical order of words in a dictionary.


Syllables
Pronunciation
aa
Aa
amazing (a·maz·ing) /əˈmeɪzɪŋ/ adjective
causing great surprise or wonder; astonishing
ambassador (am·bas·sa·dor) /amˈbasədə/ noun
a diplomat sent by a state as its permanent representative in a foreign country
ambiguity (am·bi·gu·i·ty) /ambɪˈgjuːɪti/ noun
a word or statement that can be understood in more than one way
Part of speech
Meaning
Words are arranged in alphabetical order

## 2. Learning to Spell

### Fill in the missing letters to complete the words.

c__lipha__e  en__mies  l__ader

hu__ba__d  r__cite

## 3. Grammar

### Countable and Uncountable Nouns

**i. Read the text below. Look at the highlighted nouns. The words in red are countable nouns and the ones in blue are uncountable nouns.**

Sara and her friend went to the park. The weather was very pleasant. There they saw many beautiful things like flowers, swings and colourful butterflies. They enjoyed the fresh air and had a lot of fun.

**Read Me**

Countable nouns are words for things that we can count. They have singular and plural forms, e.g. ball-balls, girl-girls, doll-dolls, etc.
Uncountable nouns are words for things that we cannot count. They don't have plural forms, e.g. water, weather, furniture, etc.

**ii. Write five countable and uncountable nouns in your notebook.**

Teaching Point

C3 (i) Tell students that the words in red are countable nouns and the ones in blue are uncountable nouns. Encourage them to look around and share two countable and uncountable nouns.

## Articles

### iii. Fill in the blanks with 'a', 'an' or 'the'.

- _____ man who wrote this book is famous.
- There is _____ bag on the table.
- She has _____ old watch.
- He is drinking _____ glass of milk.
- Kalsoom is _____ pilot.
- There is _____ airport in my city.
- Do you know where I left _____ car keys?

**Read Me**

Articles 'a' and 'an' are used with singular nouns. 'A' is used with words starting with consonant sounds, e.g. a ball, a mat.
'An' is used with words starting with vowel sounds, e.g. an orange, an eye.
'A' and 'an' are called indefinite articles. 'The' is used when we know there is only one of a particular thing or person. 'The' is called the definite article.

## Adjectives

### iv. Read the types of adjectives.

| Colour | Quality | Quantity |
|---|---|---|
| pink | soft | four |
| blue | kind | much |

| Size | Shape | Origin |
|---|---|---|
| large | triangle | Pakistani |
| tiny | square | Punjabi |

**Read Me**

Words which describe the quality of nouns or pronouns are called **adjectives of quality.**
Words which describe the quantity of nouns or pronouns are called **adjectives of quantity.**
Words which describe the colour of nouns or pronouns are called **adjectives of colour.**
Words which describe the size of nouns or pronouns are called **adjectives of size.**
Words which describe the shape of nouns or pronouns are called **adjectives of shape.**
**Adjectives of origin** describe where something comes from.

### v. Think of more adjectives and fill in the given boxes.

Teaching Point

C3 (iii) Explain the concept of the articles 'a' and 'an' to them. Encourage them to make sentences using the articles 'a' and 'an'. C3 (iv) Explain the types of adjectives to students and encourage them to use the given adjectives in sentences.

## Capitalisation

**vi. Rewrite the given sentences with correct capitalisation in the given space. Remember to capitalise the initial letter of each sentence and the initial letter of a proper noun.**

- peshawar, lahore, quetta and karachi are the most famous cities of pakistan.

_____

- the teacher asked danish to read the lesson.

_____

- mano is a naughty cat.

_____

- we cannot go to islamabad on this friday.

_____

- asif lives in gilgit.

_____

# D) Writing

## 1. Learning to Write

**i. Read the given multi-syllable words.**

| | |
|---|---|
| com•pan•ions | grand•fa•ther |
| bal•loon | rain•bow |
| class•room | el•e•phant |
| tea•cher | sis•ter |
| lead•er•ship | op•po•nent |

**Read Me**

A word which carries more than one syllable is called a multi-syllable word, e.g. pock.et, pas.ta, ba.na.na, af.ter.noon.

**ii. Write eight multi-syllable words in your notebook. Put a dot between syllables.**

Teaching Point

D1 (i) Have students recall the concept of syllables. Tell them that a syllable is part of a word that has a single vowel sound. Encourage them to share more examples of multi-syllable words.

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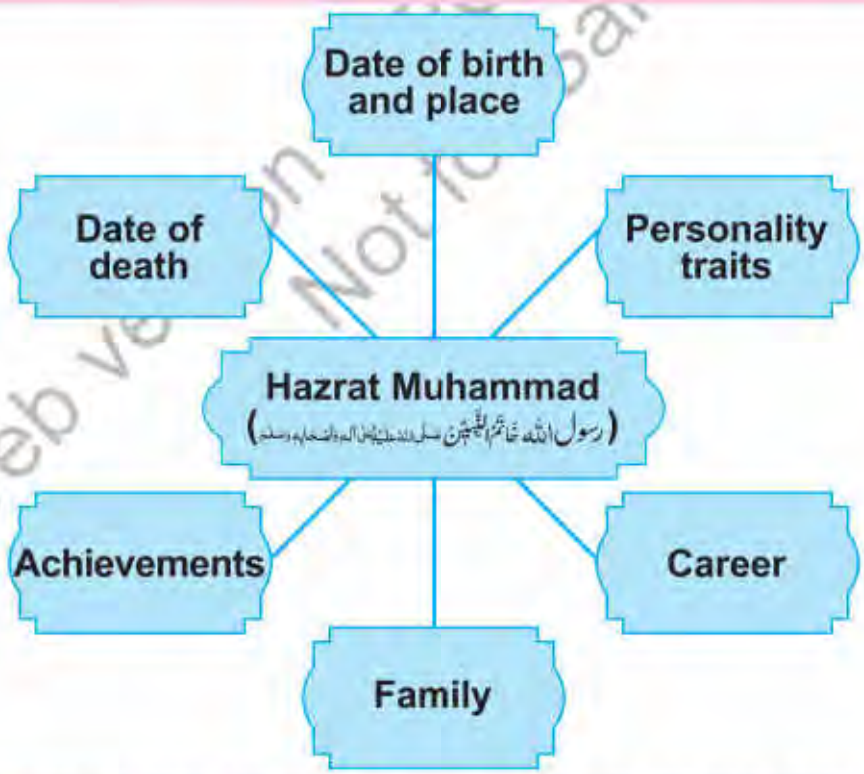
**iii. Each sentence given below has underlined words and phrases. Replace each underlined phrase with another word that expresses the same idea and rewrite the sentences in your notebook.**

| like | siblings | costly | Allah |
|---|---|---|---|

- His uncle has a house <u>similar to</u> Faisal's.
- I love my <u>brother and sister</u>.
- He bought dresses which are <u>very high in price</u>.
- <u>He, who made the world</u>, is the Creator of everything.

## 2. Creative Writing

**Write a paragraph about Hazrat Muhammad (رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم) in your notebook. Look at the given mind map. It can help you in writing.**




Teaching Point

D1 (iii) Ask students to read the given sentences and replace the underlined phrase with another word. D2 Encourage them to write a paragraph in their notebooks with correct punctuation and spelling.

**Note:** While designing any formative or summative assessment, in case of question from any Islamic topic, alternate question should be given for minority students.

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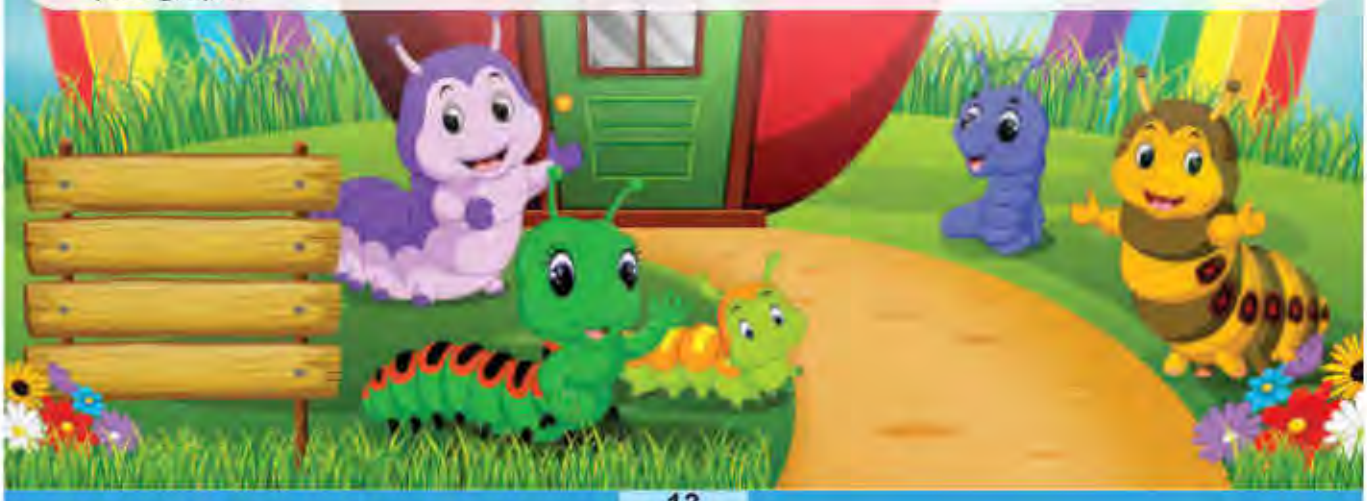
# Unit 2

# Beauty of Nature

## Learning Outcomes

**After completing this unit, you will be able to:**

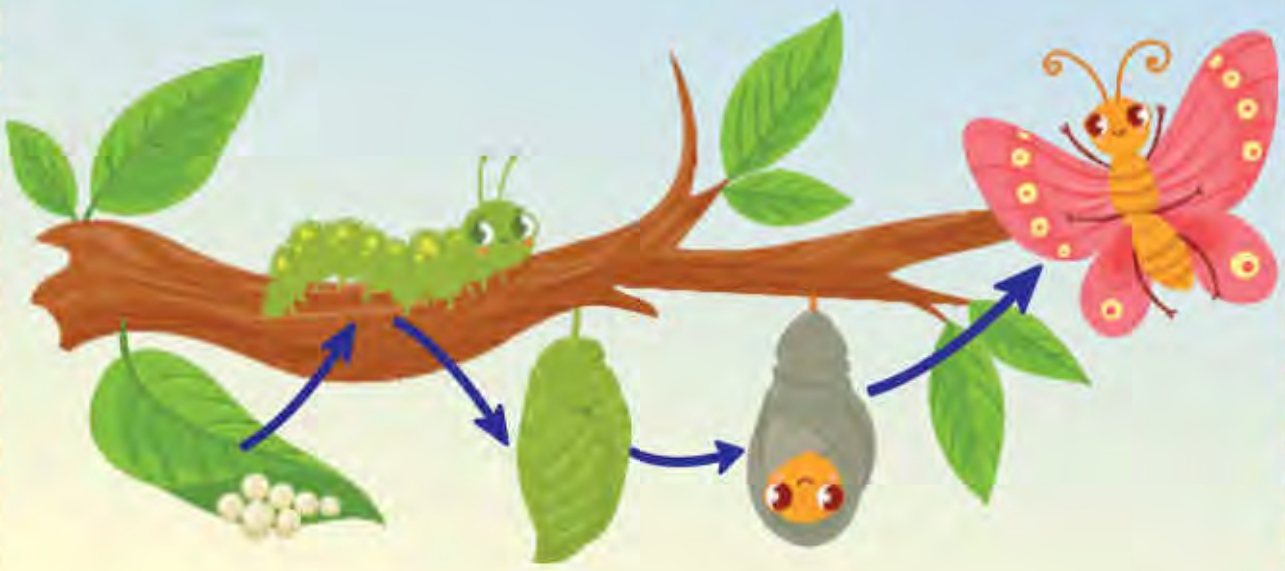
- pronounce and practise simple words with more silent letters such as 'b' in lamb.
- demonstrate conventions and dynamics of oral interaction in a group to introduce self and others.
- recognise and understand that: in a paragraph, sentences join to make sense in relation to each other through transitional devices.
- read silently for comprehension.
- identify a paragraph as a larger meaningful unit of expression representing unity of thought.
- create a short poem using the suggested rhyming words.
- use appropriate expressions in conversation to express likes and dislikes, needs, feelings and opinions.
- recognise and use some naming words as collective nouns.
- differentiate between the use of definite and infdefinite articles.
- choose between 'a' or 'an' before words that start with mute consonant letters.
- recognise and use adjectives of origin.
- use capitalization according to the rules learnt earlier.
- recognise that a simple paragraph comprises a group of sentences that develops a single main idea. The main idea of a paragraph is given in the topic sentence. Other sentences in the paragraph support the topic sentence.
- use the above organising principles of paragraph writing to write a meaningful and guided paragraph.
- use appropriate conjunctions 'and', 'but', 'or', and 'because' to join sentences within a paragraph.



## Getting Started

The butterfly is a beautiful and colourful insect but how does it get its colours? Is it born the way it is? Many questions arise when we see this light-winged creature. Let's look at its life cycle.

### Life Cycle of a Butterfly



### Let's Talk

- Name the stages you see in the picture and share with your classmates.
- Can you name some other insects?

# Caterpillar

***Pre-reading***

- Read the title and guess what the poem can be about.
- What do you know about caterpillars?

Brown and furry
Caterpillar in a hurry,
Take your walk
To the shady leaf, or stalk,
Or what not,
Which may be the chosen spot.
No toad spy you,
Hovering bird of prey pass by
you;
Spin and die,

**Christina Rossetti**

**While-reading**

What is the colour of a caterpillar?

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**Post-reading**

- Did you like the poem? If yes, why?
- Have you ever seen a caterpillar? Share your experience in a few sentences.

Teaching Point

Model the poem with correct pronunciation and intonation. Help and encourage students to recite the poem. Discuss the theme of the poem with them. Share some interesting facts about caterpillars.

# A) Oral Communication

## 1. Learning the Sounds

### Silent Letters

**i. Read the given words and notice the silent letters in them.**

| | | | |
|---|---|---|---|
| climb | design | thumb | talk |
| honest | autumn | wrap | knee |
| fasten | knock | often | when |

**ii. Make more words with the above silent letters in your notebook.**

**Read Me**

Some words have silent letters; they are written but not pronounced. They canbe vowels or consonants.

## 2. Learning to Speak

**i. Read and practise the given dialogue.**

**Caterpillar:** Good morning, Butterfly! How are you?
**Butterfly:** Good morning! I am fine. Thank you.
**Caterpillar:** Meet my friend, Ladybird.
**Butterfly:** Good to meet you, Ladybird. What would you like to have, oak leaves or cherry leaves?
**Ladybird:** Oh yes! Thank you so much. I would love to eat cherry leaves.
**Butterfly:** Okay! Meet my friend, Honeybee.
**Ladybird:** Nice to meet you, Honeybee.

**ii. Practise the dialogue in pairs and introduce yourself and your friends.**

# B) Reading and Critical Thinking

## 1. Reading Comprehension

**i. Answer these questions.**

- Where is the caterpillar going?

Teaching Point

A1 (i) Read the given silent letters aloud and ask students to repeat after you with correct pronunciation and intonation. A2 (i) Make pairs of students and ask them to practise the dialogue.

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- What will the caterpillar become?
- Do toads and birds eat caterpillars?

**ii. Read the given paragraph.**

One day Mahnoor was playing in a park with her friends. She noticed that people were plucking flowers, killing insects and making the park dirty.
She was so upset. She wanted to save insects and the environment but could not think of any idea. She went to her mother to ask for help. Her mother told her to make a colourful chart about importance of plants, trees, insects and birds. It was indeed a very good idea to seek everyone's attention. Her friends, Amna and Salma, helped her too. They made many charts together and put them up all over the garden. They also gave the charts to their neighbours.

**iii. Read the lesson again and fill in the blanks with the correct options.**

- _____ wrote the poem 'Caterpillar'.
  a) Mary Oliver b) Maya Angelou c) Christina Rossetti d) Sylvia Plath
- A caterpillar is an/a _____.
  a) animal b) insect c) bird d) plant
- The caterpillar is walking to the _____.
  a) garden b) floor c) tree d) shady leaf
- At the end, the caterpillar becomes a _____.
  a) toad b) butterfly c) frog d) sparrow

## 2. Analytical Reading

**Select a little creature (e.g. honeybee) that is useful to humans. Note some interesting facts about it and share with your classmates.**

Teaching Point

B1 (ii) Tell students that in a paragraph sentences join to make sense in relation to each other through transitional devices. Tell them that a paragraph is a meaningful unit of expression representing the unity of thought. B2 Take them to the library and ask them to search articles about tiny creatures of Allah (سبحانہ وتعالیٰ) which are useful to human beings.

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# C) Language Focus

## 1. Vocabulary Building

**i. Read the given words with their meanings.**

| | |
|---|---|
| furry | covered with fur |
| stalk | the main stem of a plant |
| hover | to stay in the air at one place |
| toad | a small animal like a frog but with drier and less smooth skin |
| spy | to observe silently |

### Rhyming Words

**ii. Complete the given rhyme using the word bank.**

A little seed for me to sow
A little soil to _____
A little hole, a little pat,
A little wish, and _____,
A little sun, a little shower
A little while, and then, _____

**Word Bank**
that
flower
grow

**iii. Create a poem of your own using the given pairs of rhyming words and write it in your notebook.**

trees, bees  way, day

### Expressing Likes and Dislikes, Needs, Feelings and Opinions

**iv. Read the given dialogue. Note how to use different expressions in a conversation.**

**Anum:** Did you like the poem about the life cycle of a caterpillar?
**Iqra:** Yes, I did. It was good.
**Anum:** Do you like reading scientific magazines and articles?
**Iqra:** No, I don't. But I prefer to read different funny storybooks.

Teaching Point

C1 (i) Ask students to learn the vocabulary with meanings. Ask them to use these words in their daily conversation. C2 (ii) Encourage students to complete the given rhyme using the word bank.

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**Adnan:** Hi, Hamza, You look so excited. What's the matter?

**Hamza:** Yes, I'm very happy because I am going to visit my family.

**Adnan:** Wow! That's great!

**Hamza:** Could I borrow your bag? I want to put my stuff in it.

**Adnan:** Sure, you can.

**Hamza:** Thank you!

## 2. Learning to Spell

**Fill in the missing letters to complete the words.**

cat__rpill__r  sta__k  __over  pr__y  sp__n

## 3. Grammar

### Collective Nouns

**i. Read the following sentences and notice the use of collective nouns.**

- A crowd of people walked across the market.
- She brought a bouquet of flowers for me.
- The flock of butterflies flew over the lake.
- A swarm of bees attacked the girl.
- A group of students walked to the playground.

**Read Me**

A collective noun refers to a group of people or things. For example: a team of players, a herd of deer, a hive of bees.

**ii. Make sentences of your own using the given collective nouns.**

gang  team  herd  cluster  pride

Teaching Point

C3 (i) Explain to students the concept of collective nouns. Ask them to read the given sentences and notice the use of collective nouns.

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## Articles 'a' or 'an'

### iii. Write 'a' or 'an' before the given words.

_____ honest girl

_____ wrapper

_____ knife

_____ hour

**Read Me**

Some words have initial consonants which are not pronounced, e.g. 'w' in write, 'k' in kneel, 'h' in honest. We put articles 'a' or 'an' with those words by focusing on the second letter.

### iv. Write 'a/an' or 'the' to complete the paragraph.

Aqsa brought _____ apple, _____ orange and _____ sandwich for lunch today. She cut the fruits with _____ knife. They were from her own garden. _____ fruits and _____ vegetables in her garden are always very fresh. She always shares her lunch with her friends.

## Adjectives of Origin

### v. Read the given sentences and notice the use of adjectives of origin.

- Shazia likes to eat Australian apples.
- He has bought a new Italian car.
- Pakistani culture is a diverse culture.
- Maha wants to buy a beautiful Multani dress.

**Read Me**

An adjective of origin describes where something comes from. For example: Chinese, Turkish, etc.

### vi. Now use the given adjectives of origin in sentences of your own in your notebook.

British  Pakistani  Spanish  Canadian  American

Teaching Point

C3 (iii) Have students recall the concept of definite and indefinite articles. C3 (iv) Ask them to fill in the given paragraph using the articles. C3 (v) Ask them to share more examples of adjectives of origin.

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## Capitalisation

**vii. Rewrite the given paragraph in your notebook. Use correct capitalisation.**

mohsin lives in faisalabad. sadia, maha and mohsin are my best friends. bunny is mohsin's pet rabbit. mr sohail is mohsin's father. he is a banker.

## D) Writing

### 1. Learning to Write

**Write a paragraph on 'The Life Cycle of a Butterfly' using supporting details. Make sure to use the correct joining words such as 'and', 'but', and 'because' to join sentences within a paragraph. Read the following paragraph for help.**

Nature is a blessing and a gift from Allah(سُبْحَانَهُ وَتَعَالَى) for us. Nature is made of everything around us. Flowers, trees, insects, the sun, the moon, hills, rivers, etc. are part of nature because they help us a lot in our daily life. They help us breathe and get food, water, etc. Animals, insects and birds also get food and shelter from nature. Nature is very important for us in everyday life.

**Read Me**

The main idea of a paragraph is called a topic sentence. Other sentences in a paragraph support the topic sentence. These are called supporting details.

### 2. Creative Writing

**Write a paragraph on 'Saving Earth' in your notebook.**

**Save Me**

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**Teaching Point**

C3 (vii) Have students recall the rules of capitalisation learnt earlier. Tell them that a sentence always begins with a capital letter. D1 Tell them that joining words are words that provide a connection between ideas, sentences and paragraphs. D2 Help them write a paragraph on their own.

# Unit 3

# The Journey of Chocolate

## Learning Outcomes

**After completing this unit, you will be able to:**

- apply critical thinking to interact with a text using intensive reading strategies (while reading) to predict what follows in the text using context and prior knowledge.
- pronounce and practise diphthongs as they occur in practice items and sentences in reading lessons and in speech.
- use appropriate expressions in conversation to express likes and dislikes.
- use critical thinking to respond to the text (post reading) to express understanding of a story.
- use appropriate expressions in conversation to show ability/inability to do something.
- identify and recognise the function of pronouns and transitional devices: next /then/again.
- highlight relationships between sentences in a paragraph.
- recognise how information is presented in a pie chart and bar graph.
- read to compare information given in a pie chart and a bar graph.
- read tables and charts in textbooks.
- make anagrams from simple one/two-syllable words.
- provide the missing letter in simple two/three-syllable words.
- change the number of regular and irregular nouns.
- recognise and use more action verbs from the extended environment including other subjects in speech and writing.
- use some words showing position.
- use capitalisation according to the rules learnt earlier.
- use appropriate vocabulary and tense to write a simple paragraph by explaining a procedure or process.
- revise written work for correct spelling, punctuation and tenses.

## Getting Started

Take a quick walk around your home or school garden. You see different plants and beautiful flowers. What do these plants need to grow other than air, light, and water?
Look at the picture and guess what it is.
It is called organic fertilizer.
Everything in the world has some value. Even waste can give us benefits. When we dump organic matter in a hole and leave it for some time, organic components are formed. These are added to the soil to help plants grow in your garden.

### Let's Talk

- What do you do with the peels of fruits and vegetables?
- How can you educate your family to recycle things for better results? Share.
- Think and share what other things can be recycled.

# The Journey of Chocolate

### Pre-reading

- Look at the given picture and talk about the title.
- Why should we not eat so many sweets?

We have all eaten chocolate but not many of us know where it comes from or how it is made. Historians say chocolate has been around for almost 2000 years. In ancient times, chocolate was a symbol of wealth as only the rich could afford it. Chocolate came from Central and South America to Spain in 1500s through Spanish explorers who brought it back with them. It became very popular and soon spread throughout Europe. You would be amazed to know that chocolate comes from cocoa trees in its raw form.
It's very surprising that the flowers of a cocoa tree grow on the trunk of the tree, not on its branches. These flowers grow throughout the year. When the fruit is ripe, large reddish pods hang all over the tree. Each pod contains 20 to 40 beans.

Teaching Point

Model the text by reading with correct pronunciation. Take random responses about the understanding of the main idea of the story. Explain more if need be. Ask students if they like chocolates. Note their responses.

It takes the pod about six months to ripen. After that, the pods are collected into heaps and then split open to remove the beans. Now the process of delicious chocolate making starts. First of all, the beans are heated or placed in the hot sun to dry. Then they are sent to factories. Chocolate beans are cleaned before they are roasted in a big oven. Next the shells are removed from the beans. The remaining pieces are edible and called 'nibs'. The nibs are roasted and mixed with sugar and made into a paste. Dried milk and some flavours are added to the mixture. This mixture is then poured into big trays. A granite roller is pushed in each tray for several days. The chocolate now becomes a fine liquid. Finally, this liquid is left to harden. This is how chocolate is made.

**While-reading**

Who invented the chocolate?

Chocolate is no doubt a good source of vitamins and minerals, but eating too much chocolate is not a good habit. We must remember to always brush our teeth after eating chocolate.

**Post-reading**

- Why is eating too much chocolate not good for health?
- What would you like to invent to make your life easier?

## A) Oral Communication

### 1. Learning the Sounds

**Read Me**

A diphthong is a combination of two vowel sounds or letters in a single syllable. The sound begins with one vowel and moves towards another, e.g. coil, pain, now.

### Diphthongs

**i. Read the given sentences with diphthongs.**

- Now the process of delicious chocolate making starts.
- I read a book about chocolate.
- He bought a lot of chocolate and oil.
- Aisha doesn't gain weight even though she eats a lot of chocolate.

Teaching Point

Explain the relationship of sentences in the paragraph with the help of the text. Tell students that in a paragraph sentences join to make sense in relation to each other through transitional devices. Tell them that a paragraph is a meaningful unit of expression representing the unity of thought.

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**ii. Fill in the blanks with the correct diphthongs.**

- Uzma f__nd her gold c____n.
- W___t for your turn.
- Ali is wearing a br___n shirt.
- Don't make n__se.
- There are cl___ds in the sky.

## 2. Learning to Speak

**i. Read and practise the given dialogue.**

**Rohma:** Good morning, Minsa. How are you?
**Minsa:** Good morning, I'm fine. What about you?
**Rohma:** I'm good. Minsa, Do you like eating chocolate?
**Minsa:** Yes, I like chocolate. But I do not eat a lot. Eating too much chocolate is not good for health. What about you?
**Rohma:** No, I do not. I prefer having a banana to eating chocolate.
**Minsa:** Great, I would also try to eat fruit instead of unhealthy food.

**ii. Read the given dialogue and express your likes and dislikes about chocolates.**

# B) Reading and Critical Thinking

## 1. Reading Comprehension

**i. Answer these questions.**

- Where do the cocoa flowers grow?
- How many seeds does a pod contain?
- What are nibs?

**ii. Read the lesson again and underline all the joining words given in it.**

**iii. Read the given survey.**

The survey provided us with information about the favourite foods of children. The results also show us the food items that the boys like and the food items that the girls like. The results are shown in a pie graph and bar chart.

**Read Me**

Joining words are words connecting one sentence to another or one paragraph to the next paragraph.

Teaching Point

B1 (i) Ask students to share answers to the given questions orally. B1 (ii) Tell them that joining words are words that show the flow of an idea to help readers go through a text. Firstly then, finally, etc., are joining words.

| Food Items | Children |
|---|---|
| Chocolate | 35 |
| Juice | 33 |
| Candy | 25 |
| Chewing Gum | 7 |

| Food Items | Girls | Boys |
|---|---|---|
| Chocolate | 66 | 34 |
| Juice | 50 | 50 |
| Candy | 50 | 50 |
| Chewing Gum | 38 | 62 |

**Read Me**

A pie chart is used to compare parts of a whole. A bar graph is used to compare things in different groups.

**iv. Read the information given in the pie chart and answer the questions.**

- Which is the most favourite food item?

  _____

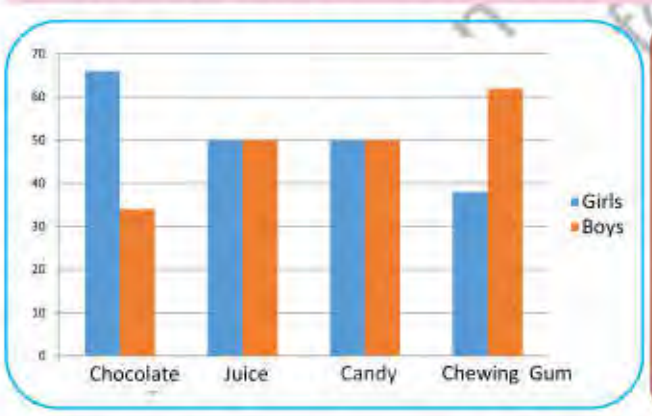
- How many children like chocolate?

  _____

- Which is the least favourite food item?

  _____

**v. Fill in the blanks using the information given in the bar graph.**




- How many boys like chewing gum?

  _____

- Who likes chocolate the most, girls or boys?

  _____

**vi. Read the lesson again and fill in the blanks with correct options.**

- Historians say chocolate has been famous for almost _____ years.

  a) 100 b) 1000 c) 50 d) 2000

Teaching Point

B1 (iii) Tell students that a table is an arrangement of data in rows and columns. We use tables to organise our data or information. B1 (iv) Tell them about pie charts and bar graphs. Then tell them that a pie chart is a type of graph in which a circle is divided into sectors, each representing a proportion of the whole. B1 (v) Tell them that a bar graph is a chart that uses bars to show comparisons between categories of data. The bar can be either horizontal or vertical.

- Chocolate comes from _____ trees in its raw form.
  a) grapes b) banana c) mango d) cocoa
- Chocolate came to Spain in _____.
  a) 1300s b) 1200s c) 1500s d) 1400s
- Chocolates are a good source of _____ and minerals.
  a) vitamins b) carbohydrates c) calcium d) protein

## 2. Analytical Reading

**Read any article on chocolate and note down its advantages and disadvantages in your notebook.**

# C) Language Focus

## 1. Vocabulary Building

**i. Read the given words with their meanings.**

| | |
|---|---|
| contain | hold (someone or something) |
| reddish | slightly red |
| pod | seed shell |
| heap | bundle |
| solid | hard |

**Anagrams**

**ii. Read the given anagrams.**

study dusty

night thing

race care

part trap

**Read Me**

An anagram is a word that is made by re-arranging the letters of another word in a different order.

Teaching Point

C1 (i) Practise the given words with correct pronunciation. Then have students repeat after you accurately. C1 (ii) Explain to them the concept of anagrams by writing different examples on the board.

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### iii. Make anagrams from the given words.

| | | | |
|---|---|---|---|
| keen → | _____ | lake → | _____ |
| teach → | _____ | dear → | _____ |
| heart → | _____ | listen → | _____ |

## 2. Learning to Spell

### Fill in the missing letters to complete the words.

gra__ite  deli__ious  solidi__y

__inerals  con__ains

## 3. Grammar

### Regular and Irregular Nouns

### i. Read the given nouns.

| Regular Nouns | |
|---|---|
| **Singular** | **Plural** |
| chocolate | chocolates |
| plant | plants |
| dish | dishes |

| Irregular Nouns | |
|---|---|
| **Singular** | **Plural** |
| tooth | teeth |
| ox | oxen |
| foot | feet |

**Read Me**

Regular nouns are nouns that form their plural by adding either an 's' or 'es' to the end. Irregular nouns do not follow any particular pattern to form their plural.

### ii. Write the plurals of the given singular nouns.

| Singular | Plural |
|---|---|
| goose | |
| flower | |
| man | |
| apple | |
| watch | |

Teaching Point

C1 (iii) Help students make more words (anagrams) by rearranging the spellings and pronouncing them correctly. C3 (i) Encourage students to show more examples of regular and irregular nouns.

## Action Verbs

**iii. Find five action verbs from the text and write sentences of your own using them in your notebook.**

## Prepositions of Position

**iv. Read the given sentences.**

- The rabbit is under the bed.
- Our school is between the park and the market.
- A lamp hung over the table.
- The cat climbed up the tree.
- I saw people around the garden.

**Read Me**

Prepositions of position indicate where something is, For example: around, up, between, under, below.

**v. Make sentences of your own using the prepositions of position given below and write them in your notebook.**

under | around | between | over | up

## Capitalisation

**vi. Read the following sentences to understand the use of capital letters.**

- Samra is reading a book. She likes reading storybooks.
- Cocoa trees are grown in West Africa.
- Today is Wednesday.

**vii. Punctuate the following sentences.**

- july comes after june
- what is shazia doing
- they buy nuts every sunday
- i live in pakistan

Teaching Point

C3 (iii) Explain to students that an action verb tells us what the subject of a sentence is doing: physically or mentally. Help them to make sentences using action verbs. C3 (iv) Explain the concept by sharing more sentences having position words. C3 (vi) Have students recall the rules of capitalisation learnt earlier. Sentences always begin with a capital letter. The (proper nouns) names of people, pets, places and things always start with a capital letter. The names of days of the week and months also start with capital letters.

# D) Writing

## 1. Learning to Write

**i. Read the given recipe.**

**Title of Recipe:** Chicken Cheese Sandwich
**Ingredients:** Slices of bread, 3-4 pieces of boiled chicken, 2 slices of cheese, some lettuce leaves, 2-3 tomato slices, tomato ketchup.
**Firstly,** toast the slices of bread. **Secondly,** put the pieces of boiled chicken on one slice of bread. **Then,** cover it with slices of cheese, a lettuce leaf and some tomato slices. Put some tomato ketchup on it. **Finally,** cover it with the other slice of bread and serve.

**ii. Now write recipe of chocolate milkshake.**

**Title of Recipe:** Chocolate Milkshake
**Ingredients** Chocolate Bar, 2 Glasses of Milk, 1 Teaspoon of Sugar

## 2. Creative Writing

**Write a paragraph about your favourite food and also write the reason why you like it.**

Teaching Point

D1 (ii) Encourage students to check their work layout, vocabulary, punctuation and spelling.

# Review - 1

## A) Oral Communication

### 1. Learning the Sounds

**Read the given sentences and circle the words with silent letters.**

- She is knocking at the door.
- He often wakes up early in the morning.
- Ahmad is an honest man.
- Don't talk in class.
- Don't throw wrappers on the road.

**Write two words with the given diphthongs.**

| oi | ai | ou | ow |
|---|---|---|---|
| | | | |
| | | | |

**Arrange a role-play and introduce yourself and your families.**

## B) Reading and Critical Thinking

### 1. Reading Comprehension

**Answer the given questions.**

- Where does the caterpillar go for a walk?
- Which part of the world did chocolate come from?
- Who are the four caliph of Islam?

**Make at least two words with each given digraph, trigraph and silent letter.**

| | | | | | |
|---|---|---|---|---|---|
| ch | | | sh | | |
| tch | | | sch | | |
| k | | | w | | |

## C) Language Focus

### 1. Vocabulary Building

**Read the given words and write their meanings.**

| | |
|---|---|
| heap | |
| stalk | |
| distinguish | |
| furry | |
| generous | |

**Read the given paragraph. Circle the countable nouns and underline the uncountable nouns. Then write them in their rows.**

Ali went to a shopping mall with his mother. His mother bought some rice, sugar and a dozen of eggs. He bought a cupcake, a chocolate bar and pizza for his school party. His mother also bought a new shirt for him.

Countable Nouns: _____

Uncountable Nouns: _____

**Read the given paragraph carefully and put a tick (✓) on the adjectives. Then write them in their specific columns.**

Alina's father brought a Russian doll. It was a small doll with a pretty oval face. It had long hair and big blue eyes. She liked it and often played with it.

| Colour | Quality | Size | Quantity | Origin | Shape |
|---|---|---|---|---|---|
| | | | | | |

**Write two collective nouns and use them in your own sentences.**

_____

_____

**Write the plurals of the given nouns.**

mouse _____ tree _____ man _____
tooth _____ teacher _____ child _____

**Look at the given picture and write five sentences using action verbs.**

_____

_____

_____

_____

_____

## D) Writing

### 1. Learning to Write

**Write a recipe of your favourite dish.**

Title of Recipe: _____

Ingredients: _____

Recipe: _____

_____

_____

_____

_____

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# Unit 4

# The Pride of Pakistan

## Learning Outcomes

**After completing this unit, you will be able to:**

- pronounce and practise diphthongs as they occur in practice items and sentences in reading lessons and in speech.
- use appropriate expressions in conversation to express needs and feelings.
- use summary skills to mark important points and develop a mind map to summarize a text.
- provide the missing information in a gapped summary.
- use appropriate expressions in conversation to respond to instructions and directions.
- identify in a text, and change parts of speech of a given word.
- locate, provide and use words similar and opposite in meanings.
- recognise and use nouns with no change in number.
- recognise helping verbs as aiding the main verbs.
- use some words showing time.
- articulate, identify and use degrees of regular adjectives.
- recognise and apply capitalisation to the initial letters of proper nouns: names of holidays, special events, and groups.
- write simple descriptive paragraphs. Use appropriate vocabulary and tenses to write a simple paragraph by giving a description of a person/object/place.

## Getting Started

Look at the pictures and imagine the problems faced by the community. In the first picture, some children are working together to keep their neighbourhood clean. They are helping themselves and others to live in a healthy environment. Consider the other picture too. When there was a pandemic, people came out to help each other. In both cases, they are not only helping one an other but also showing love for their country.

### Let's Talk

- Aren't these people our national heroes?
- Do these people need to be encouraged and honoured?
- How can we show love for the country?

# The Pride of Pakistan

### Pre-reading

- Look at the pictures and read the title of the lesson. Guess five words related to it.

Finally, the day came when we took the school bus to go for our historical trip to Pakistan Army Museum, Lahore. My close friend and classmate, Tashif, brought his diary along with him. It was his hobby to collect pictures and information about Pakistan Army as his uncle was an army officer.

I, too, eagerly wanted to know more about those great heroes who sacrificed their lives for the country. Tashif's uncle had told us different stories about Pakistani soldiers and the army museum. Since that day both of us had been waiting impatiently to meet those eleven heroes from the armed forces who laid down their lives to guard the sacred land of Pakistan. The rest of our classmates were also very excited.

We arrived at the museum at around 10 a.m. When I entered the museum gate, I was amazed to see many army crafts in front of me. Everything seemed real. There were many big galleries, huge slabs and walls. These galleries and slabs had different names: Rebirth of a Nation, the Quaid and the Armed Forces, Shuhada Corner, Nishan-e-Haider Gallery, Life at Siachen, Kashmir Corner, etc.

On getting inside the museum building, I first saw four captured Indian tanks. A brief history of the encounters in which these Indian tanks were captured was displayed near them.

Each and every story told us about bravery of our soldiers who fought for the country.

As mentioned before, one of the galleries was named "Rebirth of the Nation". I was surprised to see life-size portraits of the Quaid-e-Azam addressing the constituent assembly of Pakistan on August 11th, 1947.

This gallery was telling a story of struggle for freedom through paintings, photographs and brief information.

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Teaching Point

Model the text by reading with correct pronunciation and intonation. Take random responses about the understanding of the main idea of the text. Tell them that we are a nation and we should play a role in unity of our nation. Tell them that we are a strong nation and if we work together, we can achieve anything.

I saw a few more sections there and finally went to the "Nishan-e-Haider Gallery". Here, I came to know about the Nishan-e-Haider and its value. Our teacher told us that this highest military award is awarded to those soldiers and officers of the armed forces who sacrifice their lives for their country in an extraordinary act of bravery. Nishan-e-Haider means "Mark of the Lion".

**While-reading**

How many soldiers have been awarded the Nishan-e-Haider? Name any two of them.

The pictures of martyrs made us so proud. Those were our heroes!

Tashif took their pictures. He also noted their names and other details about them.

I explored the museum with my classmates for more than three hours. Soon it was time to go back. While leaving the museum, I felt I had gained a treasure trove of knowledge. The army museum was worth visiting. I will surely visit it with my family sometime again.

**While-reading**

Who is awarded the Nishan-e-Haider?

**Post-reading**

- What have you learned about Nishan-e-Haider? Write 4-5 lines.
- Why are soldiers our national heroes?

# A) Oral Communication

## 1. Learning the Sounds

### Diphthongs

**i. Read the given text and notice the use of diphthongs in them.**

It was a Sunday morning. Tashif reached the sports ground early in the morning. All his school friends were there to support him. He was a bit nervous, somehow he pulled his energy together.

**Read Me**

A diphthong is a combination of two vowel sounds in a single syllable. The sound changes from one vowel sound to another, as in the words play, found, four, etc.

**ii. Make more words with the given diphthongs in your notebook.**

ay ou ea ow

## 2. Learning to Speak

**i. Read and practise the given dialogue.**

**Rida:** Assalaamu Alaikum, Nazia! How are you?
**Nazia:** Wa Alaikum Asalaam! I am fine, Thank you. What about you?
**Rida:** I am fine too.
**Nazia:** I am really excited about Defence Day celebrations in school.
**Rida:** Yes, me too. Where are you going now?
**Nazia:** I'm going to my cousin's house to borrow her army dress for the school function tomorrow.
**Rida:** That's great. I hope that it will be a great day for us.
**Nazia:** See you at school tomorrow.

**ii. Arrange a role-play to 'Request Your Friend to Lend You a Storybook to Read'. Use the expressions above in your dialogue.**

Teaching Point

Ask students to answer the given questions and note their responses. A1 (i) Explain the concept of diphthongs by sharing more examples. A2 (i) Ask them to read and practise the given dialogue.

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# B) Reading and Critical Thinking

## 1. Reading Comprehension

**i. Answer these questions.**

- Which gallery told us about martyrs?
- What was displayed in the "Rebirth of the Nation"?
- What do you learn by visiting a museum?

**ii. Read the given mind map about my favourite personality.**

**Read Me**

Mind mapping is a way of thinking to create good ideas. We use it to put together our ideas in the form of a diagram.

**iii. Make a mind map about your favourite national hero in your notebook.**

**iv. Fill in the blanks using the words below.**

protectors | brave | guard | world | pride

Pakistan Army is the _____ of our country. They are the _____ of the nation. They _____ our motherland. There are many great heroes in Pakistan Army. Many _____ soldiers have sacrificed their lives for this country. Pakistan Army is among the best armies of the _____.

Teaching Point

B1 (ii) Write any topic on the board. Brainstorm vocabulary related to the given topic on the board. Let students write on their own.

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**v. Read the lesson again and fill in the blanks with the correct options.**

- Tashif brought his _____ along with him.
  a) camera b) diary c) lunch d) storybook
- Nishan-e-Haider is the highest _____ in Pakistan.
  a) performance award b) military award
  c) civil award d) academic award
- On entering the museum, the children saw _____ captured Indian tanks.
  a) two b) three c) four d) five
- There are _____ great soldiers from the armed forces who received the Nishan-e Haider.
  a) ten b) eleven c) twelve d) thirteen

## 2. Analytical Reading

**Read about Nishan-e-Haider holders. Collect information about their personal lives and achievements. Note down information in your notebook.**

# C) Language Focus

## 1. Vocabulary Building

**i. Read the given words with their meanings.**

| | |
|---|---|
| sacrifice | to lay down life for a noble cause |
| impatient | restless |
| martyr | a person who sacrifices his life for a noble cause |
| struggle | to try hard to do or achieve something |
| sacred | to treat someone with great respect |
| capture | to take control |

Teaching Point

B1 (v) Encourage students to read the lesson again and fill in the blanks with the correct options. B2 Take them to the library or computer lab and ask them to search data about our Nishan-e-Haider holders. C1 (i) Ask students to learn vocabulary with meanings. Ask them to use these words in their daily conversation.

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## Change in Parts of Speech

**ii. Read the given words and notice how the parts of speech change.**

| Nouns | Verbs | Adjectives |
|---|---|---|
| player | played | playful |
| sadness | sadden | sad |
| cooperation | cooperate | cooperative |

**Read Me**

Suffixes '-ly', '-ion', '-ing', etc.,are used to convert verbs to nouns and adjectives.

**iii. Complete the given table by writing different forms of each given word.**

| Nouns | Verbs | Adjectives |
|---|---|---|
| | admire | |
| selection | | |
| | | beautiful |

## Synonyms and Antonyms

**iv. Read the given words with their synonyms and antonyms and write five more words with their synonyms and antonyms in your notebook.**

| Words | Synonyms | Antonyms |
|---|---|---|
| brave | courageous | coward |
| war | battle | peace |
| intelligent | bright | stupid |
| victorious | successful | defeated |

**Read Me**

Synonyms are words that have similar meanings.
Antonyms are words that have opposite meanings.

# 2. Learning to Spell

**Rearrange the letters to form words and also learn their spelling.**

milse _____ pseehc _____ nearl _____

tomenm _____ aitfh _____ oeridp _____

Teaching Point

C1 (ii) Tell students that all words are related to different parts of speech. Explain to them that a word can be converted to different parts of speech. We can change verbs to nouns by adding suffixes. C1 (iv) Explain the concept of synonyms and antonyms by giving examples from the surroundings.

## 3. Grammar

### Nouns With No Change

**i. Read the following sentences and notice the use of nouns with an unchanged plural form.**

- The sheep are grazing in the field.
- Sana has long hair.
- I saw deer in the forest.

**Read Me**

Some nouns have an unchanged plural form.

**ii. Now use the nouns highlighted above in sentences of your own.**

### Helping Verbs

**iii. Read the given sentences and notice the use of helping verbs.**

- Ali is climbing the tree.
- Soldiers are fighting bravely.
- The boys did not finish their work.
- I am reading a book.
- Tashif's uncle had told us different stories about Pakistani soldiers.
- She has bought a new dress.

**Read Me**

Helping verbs help the main verb in a sentence. For example: is, are, am, has, have, had, do, does, did are helping verbs.

**iv. Use the given helping verbs in your own sentences.**

| is | are | am | has | have | had | do | did |
|---|---|---|---|---|---|---|---|

### Prepositions of Time

**v. Read the given sentences and notice the use of prepositions of time.**

- We have lunch at noon.
- I have a meeting at 9 a.m.
- They go to the beach in summer.
- They went for a walk in the morning.
- The test is on Wednesday.
- What did you do on Eid last year?

**Read Me**

Prepositions of time introduce time, for example a date, days of the week, etc.

**vi. Use the prepositions of time above in sentences in your notebook.**

Teaching Point

C3 (i) Tell students that some nouns are the same in both singular and plural forms. (Pair Work) Get students into pairs. Ask one student to use these words as singulars and ask the other student to use these words as plurals. C3 (iii) Have students recall the concept of helping words. C3 (v) Explain the concept of prepositions of time in detail by giving different examples on the board. Ask them to choose different examples from the text.

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## Degrees of Regular Adjectives

**vii. Read the following adjectives:**

| Positive | Comparative | Superlative |
|---|---|---|
| heavy | heavier | heaviest |
| large | larger | largest |
| lucky | luckier | luckiest |
| old | older | oldest |

**Read Me**

Regular adjectives take 'er' and 'est' to make comparative and superlative adjectives. Comparative adjectives compare two things using 'than'. Superlative adjectives compare two or more things.

**viii. Write P (for a positive adjective), C (for a comparative adjective) and S (for a superlative adjective) in the boxes given below.**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| biggest | | thin | | softer | | dark | | busiest | |
| smaller | | brighter | | smart | | greatest | | wild | |

**ix. Make sentences with the given adjectives.**

lovely _____

smaller _____

greatest _____

## Capitalisation

**x Read the given sentences and notice the use of capital letters.**

- Independence Day of Pakistan is celebrated on August 14.
- Pakistanis are brave people.
- They had arranged a speech competition on Defence Day.

**Read Me**

The names of holidays, special events and groups start with capital letters.

**xi. Read the given titles and notice the use of capitalisation.**

- English Textbook for Grade 5
- Two Little Kittens
- Special Person

Teaching Point

C3 (vii) Explain to them the concept of degrees of regular adjectives by giving examples on the board. Encourage them to share more examples. C3 (x) Write some words on the board and ask some students to capitalise these words.

**xii. Rewrite the following sentences with correct capitalisation in your notebook:**

- tashif is reading a book 'how to keep the earth safe'.
- the title of my favourite story is 'honesty is the best policy'.
- 'the dove and the ant' is an interesting story.

# D) Writing

## 1. Learning to Write

**i. Read the given descriptive paragraph about Nishan-e-Haider.**

Nishan-e-Haider is the highest military award of Pakistan. The meaning of 'Nishan-e-Haider' is 'Mark of the Lion'. Usually, it is made from gun metal captured from the enemy. It is composed of 88 percent of copper, 10 percent tin and 2 percent zinc. Since 1947, eleven men from the armed forces have won this award. It is awarded to the members of the armed forces for their heroic acts in dangerous situations and for sacrificing their lives.

**Read Me**

A descriptive paragraph describes a particular situation, person, place or thing.

**ii. Write a descriptive paragraph on the topic 'A Zoo' in your notebook.**

## 2. Creative Writing

**What would you do for the honour of your country? Write a short paragraph on it. Remember to use punctuation and spelling.**

Teaching Point

D1 (i) Have students recall the concept of a descriptive paragraph. D1 (ii) Encourage them to write a descriptive paragraph of their own. Help them if required.

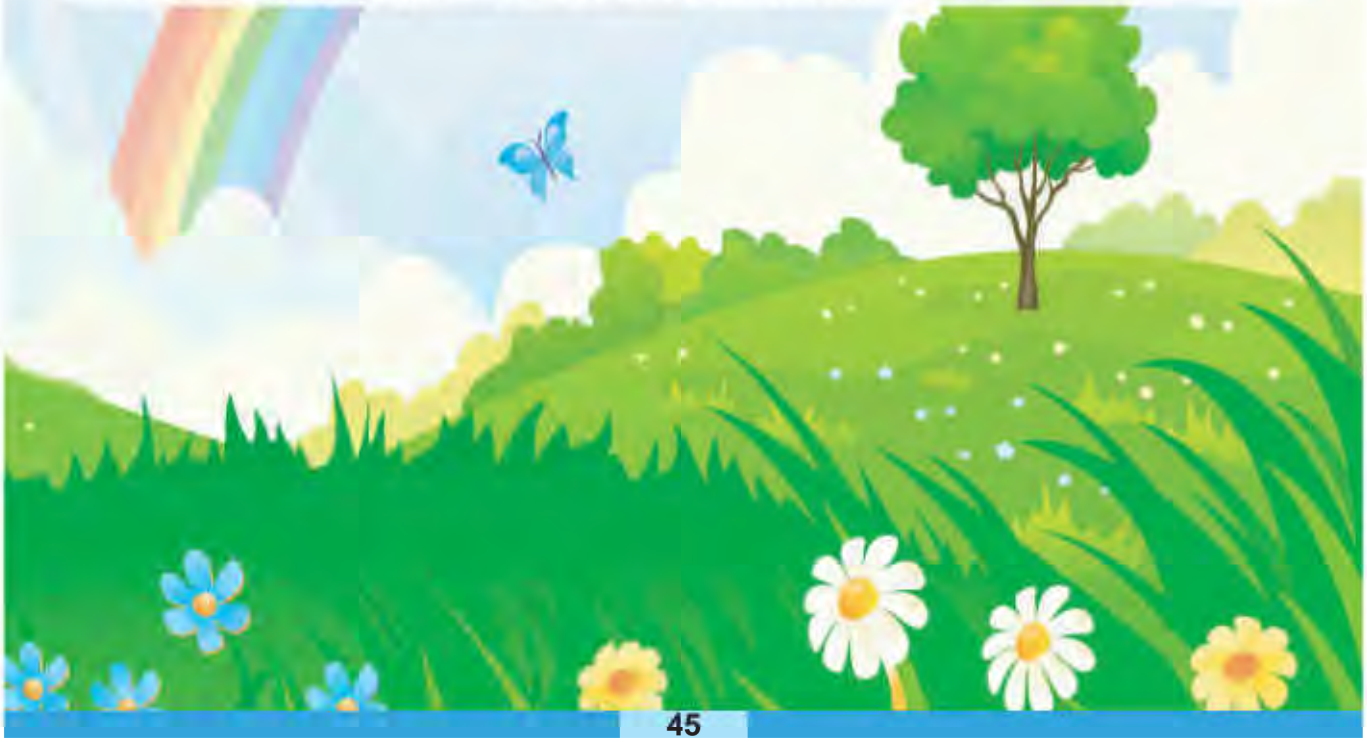
# Unit 5

# Thank You, Lord

## Learning Outcomes

**After completing this unit, you will be able to:**

- recite poems with actions.
- read aloud for an accurate reproduction of sounds of letters and words.
- apply punctuation rules to assist in developing accuracy and fluency through reading aloud.
- recognise and pronounce with reasonable accuracy common three-consonant clusters in initial positions.
- classify the words that begin or end with the same three-consonant clusters.
- use appropriate expressions in conversation to express opinions.
- locate specific information in a quarter to and quarter past clock.
- locate, identify, differentiate between, and use some simple pairs of words including homophones.
- classify and change the gender (masculine, feminine, neuter) of more nouns from the immediate and extended environment.
- identify the use of verbs 'be', 'do', and 'have' along with their negative forms as helping verbs.
- distinguish between 'be', 'do', and 'have' as main and helping verbs.
- use punctuation according to the rules learnt earlier.
- write a guided paragraph using ideas gathered and organised through various strategies.
- use some strategies to gather ideas for writing, such as brainstorming.



## Getting Started

Look at the picture and tell what is happening.

### Let's Talk

- A man is cutting a tree. Is it a right act?
- What will happen to the environment if trees are cut for wood and fuel?
- What other benefits can we get from trees?

# Thank You, Lord

**Pre-reading**

- Read the title and tell what the poem can be about.
- Do you pray for things you need?

Lord, in the morning I start each day,
By taking a moment to bow and pray.
I start with thanks, and then give praise
For all your kind and loving ways.

Today if sunshine turns to rain,
If a dark cloud brings some pain,
I won't doubt or hide in fear
For you, my God, are always near.

**While-reading**

How does the poet start her day?

I will travel where you lead;
I will help my friends in need.
Where you send me, I will go;
With your help, I'll learn and grow.

Hold my family in your hands,
As we follow your commands.
And I will keep you close in sight
Until I crawl in bed tonight.

**Mary Fairchild**

**Post-reading**

- How should we help our friends?
- Why do we thank Allah(سُبْحَانَهُ وَتَعَالَىٰ)?

Teaching Point

Model the poem by reading with correct pronunciation and intonation. Ask students to read the poem aloud for an accurate reproduction of sounds of letters and words. Guide them through applying punctuation rules to assist accuracy and fluency. Discuss the theme of the poem with them. Encourage them to answer the given questions orally.

# A) Oral Communication

## 1. Learning the Sounds

### Consonant Clusters

**i. Read and say the given consonant clusters in initial and final positions.**

| Initial Consonant Clusters | | | |
|---|---|---|---|
| **str-** | straight | strip | string |
| **scr-** | scream | screw | scrap |
| **spl-** | splash | split | splendid |

| Final Consonant Clusters | | | |
|---|---|---|---|
| **-pts** | accepts | adopts | interrupts |
| **-lps** | helps | scalps | pulps |
| **-mps** | lamps | stamps | jumps |

**Read Me**

A consonant cluster is a group of two or three consonants in a word. Each consonant retains its sound when we say the word.

**ii. Sort the words that begin or end with three-consonant clusters.**

split gulps script pumps attempts strong

| Initial Consonant Clusters | Final Consonant Clusters |
|---|---|
| | |
| | |
| | |

## 2. Learning to Speak

**i. Read and practise the given dialogue.**

**Mahira:** Assalaamu Alaikum!

**Aqsa:** Wa Alaikum Assalaam!

**Mahira:** Did you enjoy the visit to Faisal Masjid?

**Aqsa:** Yes, I enjoyed it. I really liked the beautiful architecture and the big prayer room. What do you say?

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**Mahira:** Yes, I liked it too. Usually I don't like big light globes but I like the ones in the Faisal Masjid. They are very beautiful and attractive.

**Aqsa:** Yes, you are right. They look very attractive.

**ii. Arrange a classroom discussion and ask students to express their views on their favourite places to visit.**

## B) Reading and Critical Thinking

### 1. Reading Comprehension

**i. Answer these questions.**

- What does the poet do in her difficult times?
- What does the poet decide to do until she goes to sleep?
- How do you thank Allah (سبحانه وتعالى) for His blessings?

**ii. Look at the given clocks and read the time.**

| 7:15 | 10:45 |
|---|---|
| We read it as 'quarter past seven'. | We read it as 'quarter to eleven'. |

**iii. Look at the given clocks and write the time.**

**iv. Read the lesson again and fill in the blanks with the correct options.**

- Thank you, Lord' is a poem by _____ _____.

a) Sylvia Plath b) Mary Fairchild c) Mary Oliver d) Christina Rossetti

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- The poet is talking to _____.
  a) God b) a friend c) a sister d) a brother
- The poet starts her day in the/at _____.
  a) evening b) afternoon c) morning d) night
- The poet will help her_____ in need.
  a) sisters b) parents c) cousins d) friends

## 2. Analytical Reading

**Read any authentic book about Hazrat Muhammad (ﷺ) and share any incident of his kindness to animals. Analyse and share highlights of this incident with your classmates.**

# C) Language Focus

## 1. Vocabulary Building

**i. Read the given words with their meanings.**

| | |
|---|---|
| praise | to say nice things about somebody |
| hide | to put or keep out of sight |
| fear | be afraid of |
| command | an order given to a person |
| crawl | an act of moving on your hands and knees |

### Homophones

**ii. Read the following pairs of homophones.**

| | |
|---|---|
| son | sun |
| steel | steal |
| pray | prey |
| lessen | lesson |

**Read Me**

Homophones are words that sound the same but have different meanings and spellings.

**iii. Write a homophone for each of the given words and also use these homophones in sentences of your own in your notebook.**

| | |
|---|---|
| deer | |
| night | |

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| | |
|---|---|
| sea | |
| rein | |

## 2. Learning to Spell

**Circle the correct spelling in each row.**

| | | |
|---|---|---|
| cloud | cluod | clouud |
| mornning | morning | morrning |
| fammily | familly | family |
| praise | praisee | praaise |
| crrawl | crowl | crawl |

## 3. Grammar

### Gender Nouns

**i. Read the following nouns and note their gender.**

| Masculine | Feminine | Neuter |
|---|---|---|
| husband | wife | knife |
| father | mother | chair |
| uncle | aunt | bag |
| tiger | tigress | pencil |

**Read Me**

Nouns that name male creatures have the masculine gender. Nouns that name female creatures have the feminine gender. Nouns that name non-living things have the neuter gender.

**ii. Write the given nouns in their correct columns.**

prince queen phone bull actress flower brother lioness crayons

| Masculine | Feminine | Neuter |
|---|---|---|
| | | |
| | | |
| | | |

Teaching Point

C3 (i) Explain the concept of gender nouns to students. Encourage them to share more examples. Write some masculine nouns on the board and ask them to share their feminine nouns.

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**iii. Underline the nouns in the given sentences. Then, rewrite the sentences changing the gender of the underlined nouns.**

- My niece has a pet cat named Kitty.

---

- The waiter is waiting for the order.

---

- He is our headmaster.

---

- The tigress is running in the jungle.

---

- My aunt will come tomorrow.

---

## 'Be', 'Do' and 'Have' as Helping Verbs (Negative Form)

**iv. Read the given sentences and notice the use of helping verbs.**

- She is not playing with the doll.
- They are not going to Lahore.
- He was not on leave.
- We have not received the parcel.
- They were not tired.
- She has not completed her tasks.

**Read Me**

'Be', 'do' and 'have' are helping verbs when they are used with another verb in a sentence. 'Be', 'do' and 'have' are main verbs when they are used alone in a sentence. We use 'not' with be, do and have when they are used as helping verbs in negative sentence.

**v. Circle the helping verbs and underline the main verbs in the given sentences.**

- The cows are not grazing in the fields.
- She has sewn her dress.
- We did not watch the news channel.
- He had not gone yet.
- He is drinking mango juice.

## Apostrophe (')

**vi. Read the given phrases and sentences. Notice the use of apostrophe and exclamation mark.**

- The customers' trolleys
- Student's notebook
- Hurrah! We have won the match!
- My daughter's hat
- What an amazing car!

**Read Me**

An exclamation mark (!) is used to express sudden feelings or emotions. An apostrophe (') is used to show possession.

Teaching Point

C3 (iv) Explain the use of 'be', 'do' and 'have' as helping verbs and their negative forms to students.
C3 (vi) Explain the concept of apostrophes and exclamation marks by giving more examples.

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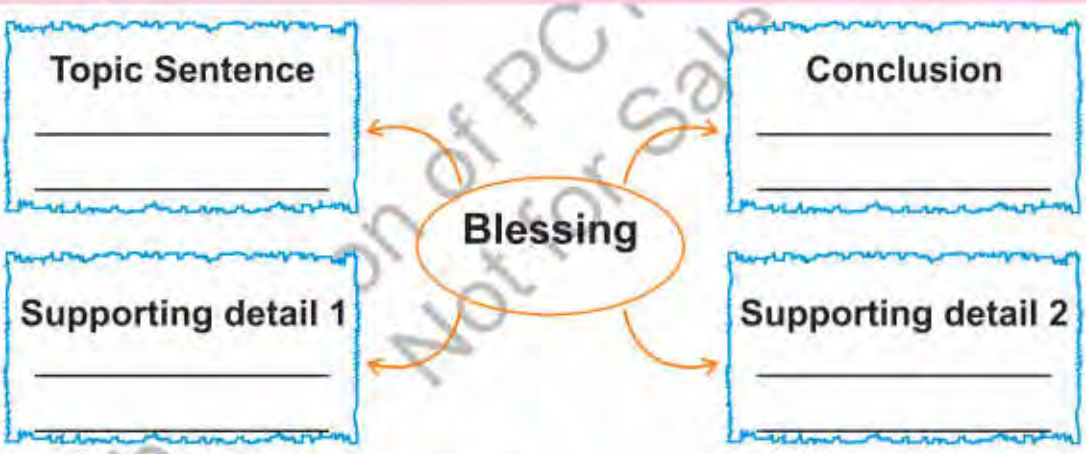
**vii. Rewrite the given phrases and sentences with correct punctuation in your notebook.**

- my brothers car
- oh I forgot your name
- please help me
- i am not making my breakfast
- wow what a beautiful scene

# D) Writing

## 1. Learning to Write

**I. Fill in the given mind map about the blessings of Allah (سُبْحَانَهُ وَتَعَالَى).**




**ii. Now write a paragraph on 'Blessings of Allah (سُبْحَانَهُ وَتَعَالَى) using the information you filled in the mind map in your notebook.**

## 2. Creative Writing

**Write a paragraph about the five senses of the human body and their functions in daily life.**

C3 (vii) Ask students to rewrite the given phrases and sentences with correct punctuation in their notebooks. D1 (i) Encourage them to fill in the following mind map about the blessings of Allah (سبحانه وتعالى). D1 (ii) Ask them to write a paragraph on their own with correct spelling and punctuation.

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# Unit 6

# Valuing Others

## Learning Outcomes

**After completing this unit, you will be able to:**

- apply critical thinking to interact with a text using intensive reading strategies (while reading) to guess meanings of difficult words from context.
- use appropriate expressions in conversation to seek permission to do something and to show ability/inability to do something.
- identify and differentiate the use of 'the' with words starting with consonant and vowel sounds.
- recognize specific parts of words including common inflectional endings and compound words.
- scan a simple text for specific information.
- recognise and locate some compound words from various text sources, e.g. butterfly, football, bus stop, homework, classroom and white board.
- break up some common compound words into words they are made of.
- classify more nouns as common and proper nouns (names of people, pets, places, mountains, lakes, rivers, etc).
- identify and make simple sentences with the verbs 'be', 'do' and 'have' as main and helping verbs.
- use punctuation according to the rules learnt earlier.
- write simple narrative paragraphs.
- use appropriate vocabulary and tenses to write a simple paragraph by narrating an activity from the immediate surroundings.

## Getting Started

What made you so sad?
I am not like others.
Yes, you are. Allah (سُبْحَانَهُ وَتَعَالَىٰ) made you special because you are a Math genius.
Sister Ayesha
Brother Faraz

### Let's Talk

- What do you think about Faraz's disappointment?
- Does he need to be disappointed?

# Valuing Others

**Pre-reading**

- Look at the title of the lesson and pictures.
- Is it good to treat a differently-abled person rudely?

One evening, Rehan found his best friend, Sa'ad, sitting alone on a bench in a park. He seemed really upset. Rehan asked Sa'ad what made him so sad and gloomy.

**While-reading**

What could be the reason for Sa'ad's sadness?

Sa'ad said,"I am feeling guilty about my rude behaviour."

Rehan exclaimed, "I don't understand. Can you please explain?"

Sa'ad said, "I have been rude to one of my classmates who limped while walking. I often made fun of him for that. My rudeness grew with time. Being the captain of the team, I was shocked to know that Faraz

had been selected as a wicket keeper.
I completely ignored his good performance and was unkind to him because of his physical issue."He added, " Faraz was so depressed by my rude behaviour that he left school. Now, I am feeling so ashamed at being rude to him. I will never be able to forgive myself."

**While-reading**

Have you ever felt bad about yourself? If yes, why?

Rehan told him that it was not too late. He told Sa'ad to go to Faraz's house and say sorry for his wrong attitude.

**While-reading**

How would you feel if you were at Faraz's place?

Sa'ad agreed soon and they both went to Faraz's house. Faraz was pleased to see them. Sa'ad apologised to him for his rudeness. Faraz was a good boy. He forgave and hugged him at once. They became good friends.

**Post-reading**

- How should we treat a differently-abled person? Discuss.
- If you meet a differently-abled person, how will you treat him/her?

## A) Oral Communication

### 1. Learning the Sounds

**Sounds of 'the'**

**Read the following text pronouncing 'thee' or 'thuh':**

| the (thee) | the (thuh) |
|---|---|
| the orange | the bottles |
| the apples | the match |
| the umbrellas | the file |
| the owner | the house |

**Read Me**

When 'the' comes before a vowel sound, it is pronounced as 'thee',but when it comes before a consonant sound, it is pronounced as 'thuh'.

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## 2. Learning to Speak

**i. Read and practise the given dialogues.**

**Faraz:** May I borrow your helmet? I need it for tomorrow's match.
**Sa'ad:** Of course, but please try to return it soon.
**Faraz:** Sure, thank you.

**Asma:** Could you please help me complete my new painting?
**Samra:** Yes, sure. But I think you should first try it yourself.
**Asma:** You are right. I should try it at least once.
**Samra:** I am sure you can do it.
**Asma:** Thank you!

**ii. Read the dialogues on previous page and ask your friend to let you use his/her storybook. Also practise seeking permission to use different things (a spare pencil, a sharpener, etc.) that belong to your friend.**

# B) Reading and Critical Thinking

## 1. Reading Comprehension

**i. Answer these questions.**

- Why was Sa'ad sitting sad?
- Why did Faraz leave the school? Explain in a few sentences.
- How did Faraz treat Sa'ad?

**ii. Read the given sentences and notice the inflectional endings.**

- Faraz goes to the library every day.
- My teacher never complains about my behaviour.
- Faraz listened to his teacher carefully.
- Ali is going to buy fruit from the market.
- Faraz and Sa'ad started practising for the final match.

**Read Me**

An inflectional ending is a letter or a group of letters added to the end of a word to change the form of the word. Some inflectional endings are '-s', '-es', '-ing' and '-ed'.

**iii. Write two words with '-s', '-es', '-ed' and '-ing' each as inflectional endings in your notebook. Then use these words in sentences of your own.**

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## iv. Read the given compound words.

butter + fly = butterfly

rain + bow = rainbow

**Read Me**

Two words combine to make a compound word. Each word has its own meaning but when we join them, they give a single new meaning.

## v. Look at the picture below. Circle the things that are written as compound words. Write down their names and break them down into words they are made of. One has been done for you.

| | | | | |
|---|---|---|---|---|
| sunflower | = | sun | + | flower |
| _____ | = | _____ | + | _____ |
| _____ | = | _____ | + | _____ |
| _____ | = | _____ | + | _____ |
| _____ | = | _____ | + | _____ |

## vi. Read the lesson again and fill in the blanks.

- Rehan is the best friend of _____.
- Sa'ad was feeling _____ at his rude behaviour.
- Faraz_____ while walking.
- Faraz was selected as _____ of cricket team.
- Sa'ad said _____ to Faraz for his bad behaviour.

## vii. Match the symbols.

Facilities for the hard of hearing

Ramped Access

Accessible Toilet

Facilities for the visually impaired

## 2. Analytical Reading

**Read the information about any differently-abled person on the internet and make a list of five qualities he/she has.**

# C) Language Focus

## 1. Vocabulary Building

**i. Read the given words with their meanings.**

| | | | |
|---|---|---|---|
| rude | showing lack of respect | gloomy | sad |
| depressed | unhappy | guilty | feeling ashamed |
| apologise | to say sorry | | |

### Compound Words

**ii. Think about and write four compound words. Then break them down into individual words they are made of.**

_____ = _____ + _____ _____ = _____ + _____

_____ = _____ + _____ _____ = _____ + _____

## 2. Learning to Spell

**Fill in the missing letters to complete the words.**

depres__ li__p guil__y h__g b__nch

## 3. Grammar

### Common and Proper Nouns

**i. Read the given paragraph and notice the use of nouns.**

**Read Me**

Common nouns are the names of people, places, animals or things in general For example: book, cat, woman, etc. Proper nouns are the names of particular persons, places, animals or things. They always start with a capital letter, for example Azam, Lahore, etc.

We spent last week in Nathia Gali. We visited the Mukeshpuri Top and the National Park. It was my first visit to a hill station and I enjoyed it a lot. During these holidays, I did a lot of things like hiking, mountaineering and camping. I also learnt horse riding. I am very good at cricket, but I like horse riding.

Teaching Point

C1 (i) Ask students to learn words with meanings and use these words in their everyday conversation. C3 (i) Ask students to tell what common and proper nouns are. Encourage them to observe and share examples from their surroundings.

**ii Read the following text carefully. Find three common and proper nouns and write them in the correct columns.**

Helen Keller was both blind and deaf but she became a role model for millions of people all around the world. Anne Sullivan, her teacher, who was also partially blind, helped Helen to achieve her goals in life. She taught Helen to communicate with the world around her. She went on to receive education and became an important representative for the blind and the deaf. Anne taught Helen to read and write in Braille and through hand signals of the deaf mute, which she could understand by touch. She was the first deaf and blind person to earn a Bachelor of Arts degree. She was an intelligent and successful woman. She is known for her strong support for people with disabilities. She was also nominated for the Nobel Peace Prize in 1953. Helen wrote 12 books and several articles. She travelled to over 25 countries, delivering lectures and motivational speeches about the challenges faced by deaf people.

| Common Nouns | Proper Nouns |
|---|---|
| | |
| | |
| | |

## 'Be', 'Do' and 'Have' as Main and Helping Verbs

**iii. Read the following sentences to understand the use of 'be', 'do' and 'have' with pronouns.**

| 'be', 'do' and 'have' as main verbs | 'be', 'do' and 'have' as helping verbs |
|---|---|
| I am a student. | I am reading a story. |
| We had a house. | We had bought a house. |
| You are late. | You are going to school. |
| He has two siblings. | He has written a story. |
| They have a bicycle. | They have decided to go out. |
| He did a great job. | Did she pass her exam? |

**Read Me**

'Be', 'do', 'have' are helping verbs when they are used with another verb in a sentence. 'Be', 'do' and 'have' are main verbs when they are used alone in a sentence.

Teaching Point

C3 (iii) Explain to students the concept of 'be', 'do' and 'have' as main and helping verbs in detail by sharing more sentences.

**iv. Make two sentences using 'be', 'do' and 'have' each as main and helping verbs and write them in your notebook.**

**Punctuation**

**v. Punctuate the following sentences using full stops, question marks and exclamation marks. Remember to capitalise words where required.**

- hurrah we won the match
- where are faraz and sa'ad going
- sa'ad feels embarrassed for his rude behaviour
- did you get up late in the morning

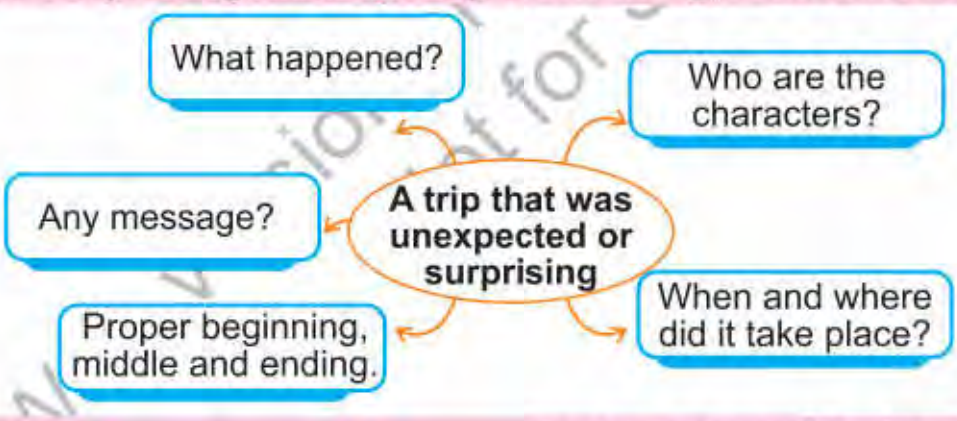
**Read Me**

A narrative paragraph retells an event. It has a beginning, a middle and an ending.

## D) Writing

### 1. Learning to Write

**i. Write a narrative paragraph on a trip that was unexpected or surprising, taking help from the given mind map.**


What happened?
Who are the characters?
Any message?
A trip that was unexpected or surprising
When and where did it take place?
Proper beginning, middle and ending.

**ii. Write a narrative paragraph on your own about an event of your life which you could never forget.**

### 2. Creative Writing

**How should we take care of differently-abled people of our society?**

Teaching Point

C3 (v) Have students recall punctuation rules. D1 (i) Make a mind map about a narrative paragraph and take help from it.

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# Review - 2

## A) Oral Communication

### 1. Learning the Sounds

**Write three words for the given consonant clusters.**

| Initial Consonant Clusters | | | Final Consonant Clusters | | |
|---|---|---|---|---|---|
| str- | scr- | spl- | -pts | -lps | -mps |
| | | | | | |
| | | | | | |
| | | | | | |

**Read the given paragraph and underline the words with diphthongs.**

It was a bright sunny day. Ali and Ahmad were playing near the trees in the park. They found a bright thing hidden in the soil. Digging it out, they were surprised to see a gold ring. They gave it to their father. He praised them for their honesty.

**Arrange a discussion in class and ask students to express their likes and dislikes about their favourite food.**

## B) Reading and Critical Thinking

### 1. Reading Comprehension

**Answer the given questions.**

- What is the highest military award of Pakistan?
- How does the poet start her day?
- Write the names of the soldiers who got Nishan-e-Haider.
- Why did Sa'ad mistreat Faraz?
- How should we take care of the differently-abled person in our surroundings?

**Make a mind map of your favourite personality.**

## C) Language Focus

### 1. Vocabulary Building

**Read the given words and write their meanings.**

| | |
|---|---|
| sacrifice | |
| hinder | |
| praise | |
| crawl | |
| stubborn | |

**Read the given text. Underline the common nouns and circle the proper nouns.**

Asim is Salman's cousin and his best friend. Asim visited Salman during the summer holidays. He stayed there for a week. They played with Salman's cat, Taffy. They visited Mazar-e-Quaid, Karachi Safari Park and the Clifton beach. He liked Hawke's Bay the most.

**Rewrite the given paragraph by adding full stops, question marks, exclamation marks and capitalisation.**

after a four hour journey, we finally got there I could not stop myself wow what a beautiful place it is, I said I ran towards the beach as soon as we went there I walked on the soft sand I saw some green little turtles where are these tiny turtles going I thought

**Use the given prepositions of time in your own sentences.**

in _____

on _____

at _____

**Tick (✓) the correct helping verbs in the sentences below.**

- The children is/are going to the school.
- The boys was/were sleeping in his room.
- I am/is making a greeting card.
- They have/has completed their homework.
- Do/does the students make a noise?

**Underline the nouns in the given passage. Then rewrite it by changing the gender.**

I visited my grandfather's house in a village. I went there with my uncle and nephew. He had a bull and two roosters on his farm. I enjoyed visiting there. I ate fresh fruit and vegetables. Then I returned home with my father.

## D) Writing

### 1. Learning to Write

**Write five sentences about anyone of the Nishan-e Haider holders from Pakistan Army.**

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# Unit 7

# Colours of Pakistan

## Learning Outcomes

**After completing this unit, you will be able to:**

- use appropriate expressions in conversation to respond to instructions and directions.
- demonstrate conventions and dynamics of oral interaction in a group to describe local events.
- pronounce long vowel sounds 'i' as in kite, /o/ as in boat, /u/ as in cute.
- apply strategies to comprehend questions for an appropriate response by marking keywords, verbs and tenses in the factual question types.
- read simple keys/legends on maps.
- locate difference between the two parts of a compound word.
- use common compound words in speech and own writing.
- illustrate the use of pronouns learnt earlier.
- illustrate the use of different forms of the verb be, do, and have with their corresponding pronouns (i, we, you, he , she, it, they).
- use punctuation according to the rules learnt earlier.
- classify items (e.g. vocabulary) required for a given task/topic.
- write short texts in speech bubbles using vocabulary, tone, style of expression appropriate to the communicative purpose and context.
- revise written work for correct spelling, punctuation and tenses.

## Getting Started

We are Pakistanis and we love our country. Look at the given political map of Pakistan and colour the part which you belong to.

### Let's Talk

Conduct a group discussion about the cultural aspects(food,language,dresses, festivals,etc.) of different areas of Pakistan and share with the class.

# Colours of Pakistan

**Pre-reading**

- Look at the given pictures and talk about the title.
- What is the national dress of Pakistan?

Pakistan is a country with a rich cultural heritage. It is comprised of different cultural groups like Punjabis, Sindhis, Balochis, Pakhtuns, Kashmiris and Gilgit-Baltistanis. These cultural groups reflect a range of amazing traditions, dresses, foods and languages.

People from different cultural groups speak a variety of languages. In Punjab, people speak 'Punjabi' and 'Seraiki'. 'Sindhi' and 'Balochi' are common languages of Sindh and Balochistan. In Khyber Pakhtunkhwa,people speak 'Pashto', 'Hindko', 'Khowar' and 'Seraiki'. In Gilgit-Baltistan, 'Shina', 'Balti',and'Burushaski' are regional languages. Kashmiri is spoken in Kashmir.

**While-reading**

Give your opinion about the different festivals celebrated in Pakistan.

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In Pakistan, people wear a wide range of clothes depending on the climate and traditions of the place they belong to. Also local festivals are unique to each cultural group.

The culture of the Punjab is considered one of the oldest and richest cultures in the world. Punjab has always been the land of peace, love and great cultural and artistic values. Punjabi men wear kurta, tahmat and turban. Shalwar kameez or kurta are Punjabi women's traditional dress. A seasonal festival named Jashan-e-Baharan or the Spring Festival is celebrated in Punjab in the mid of February.

The culture of Sindh evolved from the Indus Valley Civilisation. Sindhi culture is dominated by great Sufis, mystics and martyrs. The Sindhi cap and ajrak are part of men's dress. Women wear kameez or kurta shalwar. Women also use ajrak as a dupatta or a shawl. People of Sindh celebrate the Sindh festival, Jashan-e-Larkana and many other local festivals.

The culture of Balochistan is full of traditions, arts and crafts. Balochistan is also known for its tribes and festivals. Poetry and storytelling are very popular among the Baloch. Balochis wear various styles of kameez, shalwar, turban (kulaah) and head scarfs. "Phashik" is a traditional Balochi dress. In Balochistan, the Sibbi Festival attracts people from all across the country.

Hospitality, hard work and bravery are distinctive features of Pakhtun culture. Pakhtuns follow Pakhtunwali, that is, a traditional life style. Pakhtun culture is famous for its tribal

Teaching Point

Model the text by reading with correct pronunciation and intonation. Tell them that Pakistan is our homeland. We should love all of its culture/minorities. Have students follow you in reading accurately.

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social life style. Pakhtun men usually wear shalwar kameez, waistcoat and shawl with a turban or a pakol hat. Women wear embroidered frocks with pajamas and dupatta. The Polo festival is celebrated every year in Shandur, Khyber Pakhtunkhwa.

Kashmiri culture is reflected in different traditions relating to food, clothing and festivals. Phiran is a prominent traditional dress of Kashmiri men and women. Women wear traditional hand-embroidered clothes. Pirchinasi is celebrated every year in Kashmir.

Shinas and Balti cultures exist in Gilgit-Baltistan. The people of Baltistan are very cheerful and hospitable. Men usually wear a woolen cap, shalwar kameez and woollen robe with long and short sleeves. Women wear traditional Iraghi caps and colourful frocks. The Harvest Festival is celebrated every year in Gilgit-Baltistan.

**While-reading**

How many eids do Pakistanis celebrate in a year?

Islamic values and teachings are common factors shared by all cultures of Pakistan. A number of religious and regional festivals are celebrated here. Eid-ul-Fitr and Eid-ul-Azha are two major religious festivals of Pakistan. However, let's not forget the minorities and other communities that celebrate their joyful events in the country. The Christian community celebrates Christmas, Easter and other religious festivals in Pakistan. The other minorities like Hindus, Sikhs and Parsis also celebrate their religious days with equal enthusiasm. The colours of Pakistan are of great attraction for the tourists from all around the world.

**Post-reading**

- Write a few sentences about the religious festivals of Pakistan.
- Which province of Pakistan do you live in? Write a few lines about its cultural festivals.

Teaching Point

Ask students different questions such as: where do they live? What is the national animal of Pakistan? Tell them that Pakistan is our homeland. We should love all of its cultures, festivals, people and minorities.

# A) Oral Communication

## 1. Learning the Sounds

### Long Vowel Sounds

**i. Read and say the given words with long vowel sounds.**

| | | |
|---|---|---|
| a | brave | game |
| e | sheep | keep |
| i | kind | find |
| o | boat | float |
| u | cube | huge |

**Read Me**

A vowels sound is long if its sounds like the vowel's name. For examples: a long 'a' in 'sake' and a long 'e' in 'weep'.

**ii. Make more words with long vowel sounds.**

| | | | | | |
|---|---|---|---|---|---|
| a | | | o | | |
| e | | | u | | |
| i | | | | | |

## 2. Learning to Speak

**i. Read and practise the given dialogue.**

**Huma:** Assalaamu Alaikum, Irum! How are you?
**Irum:** Wa Alaikum Assalaam, I am good. Where are you coming from?
**Huma:** I am coming from a flower exhibition.It was really very beautiful and colourful.
**Irum:** Wow! That's really great. I also wanted to go there. Can you please tell me the way to the flower exhibition?
**Huma:** Yes, sure. First, go right. You will find a masjid at the corner. Then turn left and then turn second right. After a few steps, you will find the flower exhibition being held in a garden.
**Irum:** Thank you for your guidance.
**Huma:** You are welcome.

**ii. Conduct a role-play activity and ask students to tell their friend the way to their house using the expressions of directions given above.**

# B) Reading and Critical Thinking

## 1. Reading Comprehension

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## i. Answer these questions.

- Name at least one seasonal festival of your area.
- What are the traditional dresses worn by the people of Sindh and Kashmir?
- Name a few festivals celebrated by minorities in our country.

**Read Me**

Keywords, verbs and tenses used in a question can help us a lot to identify the question type. Factual questions help us to find the answers in the form of facts directly from the text. We need to read the text very carefully to find facts.

## ii. This is a map of the city. Look and read its key symbols to locate the places on the map.

## iii. Read the lesson again and circle the correct options.

- Shinas and Burusho cultures exist in _____.
  a) Sindh b) Gilgit-Baltistan c) Punjab d) Kashmir
- Ajrak is a part of _____ culture.
  a) Sindhi b) Punjabi c) Kashmiri d) Balochi
- Poetry and storytelling are very popular among the _____.
  a) Punjabi b) Pakhtun c) Baloch d) Sindh
- The spring festival is celebrated in Punjab in the mid of _____.
  a) February b) April c) June d) August
- The _____ festival is celebrated every year in Shandur.
  a) Spring b) Polo c) Jashan-e-Larkana d) Jashan-e-Baharan

# 2. Analytical Reading

**Read more information about the different areas of Pakistan from the internet and note down some important points about their local festivals in your notebook.**

Teaching Point

B1(ii) Explain to students that maps have symbols or pictures on them that show important features For example: cities, rivers and roads. Tell them how to read the map with the help of the map key.

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# C) Language Focus

## 1. Vocabulary Building

### i. Read the given words with their meanings.

| | |
|---|---|
| culture | a way of life, or customs and beliefs of people |
| tradition | a belief, custom or way of living |
| distinctive | special and unique |
| cheerful | happy |
| dominate | effective |

### Compound Words

### ii. Read the given compound words.

finger + print = fingerprint

tooth + paste = toothpaste

### iii. Circle the compound words in the given sentences.

- My father brought strawberries for me.
- I wrote a letter to my friend in my notebook.
- There are many sunflowers in the garden.
- What is your password?
- Sara likes to eat cupcakes.
- The shopkeeper is wasting my time.

## 2. Learning to Spell

### Circle the correct spelling in each row.

| | | |
|---|---|---|
| aartistic | artistic | artisstic |
| religious | riligious | religius |
| sacrifise | sacrifize | sacrifice |
| festivall | festival | fastival |
| hospitality | hospiitality | hozpitality |

Teaching Point

C1 (i) Ask students to learn words with their meanings. Ask them to use these words in their everyday conversation. C1 (ii) Have them recall the concept of compound words. Encourage them to share more examples.

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## 3. Grammar

### Pronouns

**i. Fill in the blanks with correct pronouns.**

- This is my favourite painting. _____ is very beautiful.
- Uzma and Asma are neighbours. _____ study together.
- Can _____ borrow your Kashmiri dress?
- Umar is very busy today. _____ is preparing for the competition.

### Use of 'Be', 'Do' and 'Have' with Pronouns

**ii. Read the following sentences to notice the use of 'be', 'do' and have' with ronouns.**

| Pronouns | Be, do and have as main verbs | Be, do and have as helping verbs |
|---|---|---|
| I | I am angry.<br>I have a rabbit. | I am reading a story.<br>I have memorised the lesson. |
| We | We did our homework.<br>We had a house. | We did not go there.<br>We had bought a house. |
| You | You are late.<br>You had a backache. | You are going to the mall.<br>You had eaten a sandwich. |
| He/She | He/she is cute.<br>He/she has two siblings. | He/she was writing a story.<br>He/she has gone shopping. |
| It | It is a small bunny.<br>It has beautiful hair. | It was jumping.<br>It has drunk water. |
| They | They have a bicycle.<br>They had no bicycle. | They have played football.<br>They do not play cricket. |

**Read Me**

The verbs be, do, have and their different forms are used as main and helping verbs. When they are used as helping verbs with the main verb, they help the action of the sentence. For example: He is playing with a football. The verbs 'be', 'do and 'have' are main verbs when they are used alone. For example: She has a doll.

**iii. Write sentences using 'be', 'do' and 'have' as main and helping verbs with the given pronouns.**

### Punctuation

**iv. Punctuate following sentences using full stops, question mark and exclamation marks. Remember to capitalise the words where required.**

- balochistan is also known for its tribes and festivals
- where is shandur located
- wow you look pretty in sindhi dress
- when is eid-ul-azha celebrated?
- the horse and cattle show is a local festival

Teaching Point

C3 (i) Have students recall the concept of pronouns and ask them to fill in the blanks with correct pronouns. C3 (ii) Explain to students the concept of 'be', 'do' and 'have' with pronouns by giving examples on the board.

# D) Writing

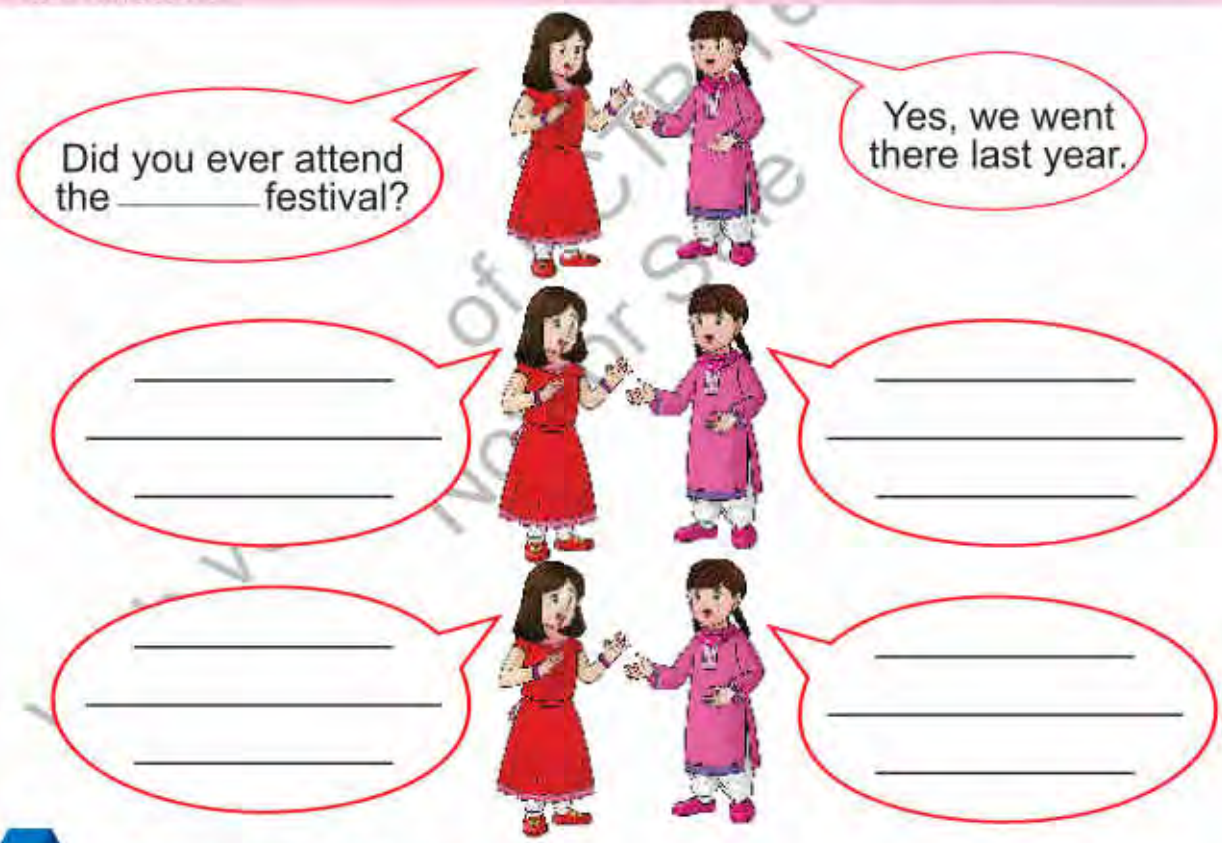
## 1. Learning to Write

**i. Read the given words and write them in their respective columns.**

flowers horse food camel kites cow

| Spring Festival | Horse and Cattle Show |
|---|---|
| | |

**ii. Write a dialogue between two friends discussing the different festivals of Pakistan.**




## 2. Creative Writing

**Have you ever attended any cultural festival? Share your experience in a short paragraph.**

Teaching Point

C3 (iv) Have students recall the punctuation rules. D1 (ii) Guide students in writing a dialogue. Help them if need be.

# Unit 8

# Good Study Habits

## Learning Outcomes

**After completing this unit, you will be able to:**

- apply critical thinking to interact with a text using intensive reading strategies (while-reading) to identify facts in the text (as indicated through these words; day, date, place, etc.).
- use critical thinking to respond to the text (post reading) to apply world knowledge and own opinion to the text read.
- use appropriate expressions in conversation to express regret.
- pronounce short vowel sounds 'I' as in bit, /o/ as in cot, /u/ as in sun.
- use alphabetical order to locate words in a dictionary for an increase in vocabulary and aid in comprehension of texts.
- identify and utilise effective study skills, e.g. brainstorming ideas, using illustration and note-taking.
- recognise meanings of common adjectives in relation to each other, e.g. huge-big.
- recognise and use: I, we, you, they, it, etc. as subjective case and me, us, you them, it, etc. as objective case and mine, our, your, his, her, etc. as possessive case of personal pronouns.
- illustrate the use of can /cannot and, may/may not.
- use some words showing movement.
- recognise that an adverb qualifies verbs, adjectives and other adverbs.
- use punctuation according to the rules learnt earlier.
- read short notes written for different purposes to write short notes of their own to friends and family members.
- write short informal invitations to friends, family members and teachers to demonstrate the use of the following conventions: purpose, date and time, venue, name of addressee and sender.
- write guided replies accepting the invitation.

## Getting Started

Look at the pictures of good manners and tell which manners do you adopt.

Respect for elders

Care for one another

Dress neatly

Healthy eating habit

Washing hands

### Let's Talk

- Why is it important to have good manners?
- Which good manners do you have? Share some good manners.

# Good Study Habits

### Pre-reading

- Look at the given pictures and talk about what is written on the board.
- Share any of your good study habits.

Last week, Miss Hina told us to make a poster about good study habits. My brother and I started making the poster. We found out that good study habits could help us to become better students.

### While-reading

Where was the poster displayed?

We can improve our reading and writing skills. All good students follow these habits. We should also adopt these habits. When the poster was completed, we displayed it in our classroom. Miss Hina asked us to share the importance of good study habits with our classmates.

**Teaching Point**

Do model reading of the text with correct pronunciation and intonation. Ask students to read the text aloud. Ask different questions to assess their level of understanding. It will help develop better understanding of the text. Encourage them to read the text in pairs. Tell them to always remember the study habits mentioned and adopt them.

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**Good Study Habits**

- Set your goals for study.
- Make a timetable for studying.
- Make notes in your notebooks.
- Work on the topic you find the most difficult first.
- Revise classwork at the weekend.
- Don't spend too much time watching television.
- Get information from books, your teachers and parents.

I tried to adopt all these study habits. Within a few days, I got good results. In my final term, I got first position in my class. I was really excited. My parents arranged a party for my friends and cousins to celebrate my success. So, I wrote an invitation to one of my cousins.

March 31, 2022

Dear Asif,

How are you? I got first position in my final exams and want to celebrate this success with my friends and family. I am arranging a party on this Friday evening at my house. You are invited to join us. It'll be great fun. Hope to see you on Friday.

Your cousin,

Maheen

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**Post-reading**

- Write two good habits of your own and share them with your classmates.
- Why should we follow good study habits?

Teaching Point

Do model reading of the text with correct pronunciation and intonation. Ask students to read the text aloud. Ask different questions to assess their level of understanding. It will help develop better understanding of the text. Encourage them to read the text in pairs. Tell them to always remember the study habits mentioned and adopt them.

# A) Oral Communication

## 1. Learning the Sounds

### Short Vowel Sounds

**i. Read and say the given short vowel sounds.**

| | | |
|---|---|---|
| a | man | can |
| e | set | let |
| i | pill | hill |
| o | cot | hot |
| u | cub | hub |

**Read Me**

A short vowel sound does not sound like its name.

**ii. Make two words with each vowel and write them in your notebook.**

## 2. Learning to Speak

**i. Read and practise the given dialogue.**

**Father:** Listen, my son! Where have you been for the last two hours?
**Mohsin:** Baba, I have been playing in the playground with my friends.
**Father:** Have you prepared for your test?
**Mohsin:** Oh no! I forgot I have a test tomorrow. What will I do now? There is no time left.
**Father:** I have always asked you to do things on time. There is a time for play and a time for study. Let me help you for now.
**Mohsin:** I am sorry, Baba.
**Father:** Be careful next time.
**Mohsin:** I will.

**ii. Get students into pairs and ask them to express any regrets about their mistakes.**

Teaching Point

A2 (i) Have students role-play the dialogue above. B1 (i) Ask them to read the questions and try to give answers first orally and then write them in their notebooks.

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# B) Reading and Critical Thinking

## 1. Reading Comprehension

**i. Answer these questions.**

- What did Miss Hina ask the students to make?
- Write any two good study habits mentioned in the story.
- Who arranged the party and why?

**Alphabetical Order**

**ii. Read the given words and notice alphabetical order.**

| According to the First Letter | | | According to the Second Letter | | | |
|---|---|---|---|---|---|---|
| good | habit | play | cat | centre | change | class |

**iii. Arrange these words in alphabetical order according to the second letter and write them in your notebook.**

bake butter bee bring bite blue

**iv. Read the given information to make notes.**

**Title**
Write the title of your topic 'First Prize'.

**Note new words**
success sweating
wipe glad

**Make important points**
- Danish worked hard to gain good marks.
- His parents also helped him.
- He stood first in his exams.
- He wrote a letter to them.

**Read Me**

Note-taking is a technique to gather information about a topic. It is very useful.

**v. Read the lesson again and fill in the blanks with the correct options.**

- Miss Hina asked students to make a _____.
  a) card b) model c) poster d) booklet
- The poster was displayed in the _____.
  a) bedroom b) classroom c) drawing room d) staffroom
- Good study habits can help us to become _____ students.
  a) bad b) average c) poor d) better
- We should make a _____ for studying.
  a) timetable b) chart c) card d) poster

Teaching Point

B1 (iv) Explain to students the concept of note-taking. B1 (v) Encourage them to read the lesson again and fill in the correct answers.C1(i) Ask students to memorise words with meanings. Ask them to use these words in their daily conversation.

## 2. Analytical Reading

**Make a list of ten eating habits and write them down in your notebook.**

# C) Language Focus

## 1. Vocabulary Building

**i. Read the given words with their meanings.**

| | |
|---|---|
| timetable | planner |
| celebrate | to do something special to show happiness |
| display | show |
| invite | to request someone to attend an event |

### Adjectives

**ii. Read the given adjectives.**

new — fresh — obedient — dutiful

great — amazing — silent — quiet

**Read Me**

Words which describe nouns in phrases or sentences are called adjectives. Two adjectives may have a similar meaning but different strength.

## 2. Learning to Spell

**Fill in the missing letters to complete the words.**

im__rove  _isplay  p_ster  cel_brate  arran_e

## 3. Grammar

### Pronouns

**i. Read the given sentences and notice the use of pronouns.**

| Subject Pronouns | | Object Pronouns | |
|---|---|---|---|
| I | I love Allah (سُبْحَانَهُ وَتَعَالَى). | me | Allah (سُبْحَانَهُ وَتَعَالَى) loves me. |
| we | We study together. | us | Come study with us. |
| you | You like Ali. | you | Ali likes you. |

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| | | | |
|---|---|---|---|
| he | He is my classmate. | him | I play with him. |
| she | She is my best friend. | her | I love her. |
| it | It is a colourful dress. | it | Maha likes it. |
| they | They go to the park. | them | Ali also goes with them. |

## Possessive Pronouns

**ii. Read the following sentences with the highlighted possessive pronouns.**

- The bag is yours. You forgot to take it with you.
- The cycle belongs to Amir. It is his.
- These shops are ours.We work here.
- That old car was mine. I have sold it.
- They are in the apple orchard. That orchard is theirs.
- It is his book not hers.

**Read Me**

The words that show possession in sentences or phrases are called possessive pronouns.

**iii. Use the possessive pronouns above in your own sentences. Write them in your notebook.**

## Use of Can/Cannot and May/May Not

**iv. Read the given sentences and notice the use of can/cannot and may/may not.**

- Sa'ad can work in a bank but he cannot teach in a school.
- He can ride a bike but he cannot drive a car.
- May I go to drink water?
- May I use your pencil?
- You may not leave the classroom now.

**Read Me**

Can and cannot are used to show some ability or inability in sentences. May and may not are used to ask or deny permission in sentences.

**v. Make two sentences of your own using can/cannot and may/may not in your notebook.**

## Adverbs

**vi. Read the following sentences and notice the use of adverbs.**

- My mother speaks politely.
- The birthday party was decorated beautifully.
- She wrote a story neatly.
- She cleans the room hurriedly.
- The old woman walked slowly.

**Read Me**

Words which add some meaning to the verbs, adjectives and adverbs are called adverbs.

**vii. Make sentences by using the adverbs given above and write them down in your notebook.**

Teaching Point

C3 (ii) Ask students to read the sentences and notice the use of possessive pronouns.
C3 (iv) Explain to students the use of can/cannot and may/may not by giving examples.
C3 (vi) Have them recall the concept of adverbs.

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## Punctuation

**viii. Rewrite and punctuate the given sentences using the full stop (.), question mark (?) and exclamation mark (!) in your notebook.**

the last time i went to Murree, it rained all day i forgot my umbrella, so i got soaked have you ever done that it was really a very silly thing to do next time I'll be careful

# D) Writing

## 1. Learning to Write

**i. Write a short invitation to your friend for a birthday party.**

Dear: _____

_____

_____

Date, time and location: _____

_____

_____ (Sender's name)

**ii. Write a short note accepting the invitation above.**

Dear: _____

_____

_____

_____

## 2. Creative Writing

**Make a chart of your own and write some classroom rules on it.**

Teaching Point

C3 (viii) Have students recall the rules of punctuation learnt earlier. D1 (i) Tell students that short notes are informal letters. Help them in writing a short invitation on their own. Encourage them to check their written work for correct spelling and punctuation.

Unit 9

# Manners

## Learning Outcomes

**After completing this unit, you will be able to:**

- recite poems with actions.
- apply critical thinking to interact with a text using intensive reading strategies (while-reading) to predict what follows in the text using context and prior knowledge.
- use critical thinking to respond to the text (post-reading): expressing understanding of a story through a role-play.
- recognise and practise that -ed has three sounds, i.e. "d". "t", "id" through context.
- demonstrate conventions and dynamics of oral interaction in a group to engage in conversation.
- use textual aids such as the table of contents and glossary for greater comprehension of texts.
- use some common similes in speech and writing, e.g. as black as coal.
- practise and use words my, our, your, his, her, etc. to show possession.
- identify and use should/should not to express permission and prohibition.
- demonstrate the use of 'and', 'or' and 'but'.
- identify and use simple adverbs of manner.
- use punctuation according to the rules learnt earlier.
- identify and write the central idea of a given poem in simple language.
- list rhyming words and write a poem.

## Getting Started

Look at the pictures below and express your feelings.

### Let's Talk

- Do you keep your room tidy or untidy?
- How do you help your mother at home?

# Whole Duty of Children

**Pre-reading**

- Read the title and tell what it can be about.
- What do you know about good manners? Share some good manners.

A child should always say what's true

And speak when he is spoken to,

And behave mannerly at table;

At least as far as he is able.

**Robert Louis Stevenson**

**While-reading**

Why should we always wash our hands before and after a meal?

**Post-reading**

- What do you know about table manners? Share any three of them.
- What is the main idea of the poem?

Teaching Point

Model the poem by reading with correct pronunciation and intonation. Explain to them the meaning of good manners and tell them their importance in everyday life. Encourage them to practise table manners in their daily routine and always wash hands with soap, before eating.

# A) Oral Communication

## 1. Learning the Sounds

### Three Sounds of -ed

**i. Read different sounds for the –ed ending in words.**

| /d/ | /id/ | /t/ |
|---|---|---|
| loved | visited | watched |
| tired | painted | dropped |
| behaved | decided | asked |

**Read Me**

If the 'ed' ending follows the letters 'p, k, sh, ch, s, f', then the ending sound will be 't'. If the 'ed' ending follows the letters 'b, g, i, j, l, m, n, o, u, v, z,' then the ending sound will be 'd'. If the 'ed' ending follows the letters 't or d,' then the ending sound will be 'id'.

**ii. Say the words and write them in right columns.**

wanted helped rubbed motivated thanked
loved started pushed closed

| /d/ | /id/ | /t/ |
|---|---|---|
| | | |
| | | |
| | | |

## 2. Learning to Speak

**i. Read and practise the given dialogue.**

**Sidra:** Good morning, Mama.
**Mother:** Good morning, dear Sidra.
**Sidra:** Mama, shall I come and help you prepare breakfast for me?
**Mother:** Yes, sure. First tell me, have you brushed your teeth and taken a shower?
**Sidra** Yes, I have brushed my teeth, but haven't taken a shower yet.
**Mother:** Go and take a shower first, then I will serve you breakfast. We should always take care of our personal hygiene.
**Sidra:** Okay sure, Mama.

Teaching Point

A2 (i) Get students into pairs and have them practise the given dialogue.

**ii. Engage students in a group discussion and ask them to share some good manners which they adopt in their daily lives.**

# B) Reading and Critical Thinking

## 1. Reading Comprehension

### i. Answer these questions.

- How should a child behave at the table?
- Describe the table manners.

### ii. Read the given title and table of contents. Then fill in the blanks.

Contents

| Unit | | Page |
|---|---|---|
| 1. | Great Caliphs of Islam | 1 |
| 2. | Beauty of Nature | 13 |
| 3. | The Journey of Chocolate | 22 |

**Read Me**

The table of contents helps us to find different chapters in a book.

- The title of the book is _____.
- The title of unit 3 is _____.
- The title of the unit that starts on page 13 is _____.

### iii. Read the lesson again and fill in the blanks with correct options.

- The poet _____ wrote the poem 'Whole Duty of Children'.
  a) Robert Frost b) William Wordsworth
  c) Robert Louis Stevenson d) John Keats
- In the poem, the poet is talking about _____.
  a) meals b) manners c) games d) sports
- A child should always say what is _____.
  a) false b) true c) right d) wrong
- A child should behave mannerly at the _____.
  a) sofa b) bed c) chair d) table

Teaching Point

B1 (ii) Show them titles and tables of contents of different books. Help them find different chapters in a book using the table of contents. B2 (iii) Encourage students to read the lesson again and fill in the blanks with the correct options.

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## 2. Analytical Reading

**Look for a poem on the internet about good manners. Write it down in your notebook.**

# C) Language Focus

## 1. Vocabulary Building

**i. Read the given words with their meanings.**

| | |
|---|---|
| behave | act |
| mannerly | in a way that shows good manners |
| at least | not less than |
| able | to have the skill to do something |

**Similes**

**ii. Read the given stanzas from different poems to notice the use of highlighted similes.**

An emerald is as green as grass;
A ruby is red as blood;
A sapphire shines as blue as heaven;
A flint lies in the mud.

"Twinkle, twinkle little star,
How I wonder what you are
Up above the world so high,
Like a diamond in the sky."

**Read Me**

A simile is a word or phrase used to compare two things by using the words 'like' or 'as'. For example: 'as brave as a lion', 'like a diamond'.

**iii. Use the given similes in your own sentences and write them in your notebook.**

Teaching Point

C1 (i) Ask students to use these words in their daily conversation. C1 (ii) Explain to them the concept of similes. Ask them to read the given stanzas and notice the use of similes.

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## 2. Learning to Spell

**Fill in the missing letters and learn the spelling.**

| | | | | |
|---|---|---|---|---|
| be__ave | __able | __poken | c__ild | t__ue |

## 3. Grammar

### Possessive Pronouns

**i. Read the given sentences and notice the use of possessive pronouns.**

- I had bought my new phone.
- We have sold our old house.
- Ali is working on his computer.
- Could you please give me your camera?
- She has lost her handbag.
- The parrot is eating its food.

**Read Me**

A possessive pronoun shows ownership. My, our, your, his, her, etc. are possessive pronouns.

**ii. Make sentences using the possessive pronouns given above in your notebook.**

### Use of 'Should' and 'Should not'

**iii. Read the given sentences and notice the use of 'should' and 'should not.'**

- We should drink at least eight glasses of water every day.
- You should listen to your teacher carefully.
- Abeera should complete her homework on time.
- You should take some rest after a long trip.
- Children should not watch a lot of television.
- We should not make fun of others.

**Read Me**

Should is used to make recommendations, to give advice or opinion to talk about an obligation. Should not is used in negative sentences.

**iv. Read the given sentences and circle the correct options.**

- We (should / should not) speak rudely to our elders.
- You (should / should not) go to school on time.

Teaching Point

C3 (i) Have students recall the concept of pronouns. Ask them to share some sentences using possessive pronouns. C3 (iii) Encourage students to share more sentences using 'should' and 'should not'.

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- She (should / should not) eat too many chocolates.
- He (should / should not) study hard to get first position.
- We (should / should not) follow good manners.

**v. Make six sentences of your own using 'should' and 'should not' and write them in your notebook.**

## Joining Words

**vi. Read the given sentences and notice the use of joining words.**

- A child should speak and behave mannerly at the table.
- Do you want to eat pancakes or eggs for breakfast?
- Umar wanted to drive to the mall, but his car wouldn't start.
- My mother bought fruit and vegetables from the market.
- Minsa reads storybooks, but she doesn't like to read the newspaper.
- Do you like to play football or basketball?

**Read Me**

Joining words are used to join words or sentences. Some joining words are 'and', 'or', 'but', etc.

**vii. Write three sentences of your own using 'and', 'but' and 'or'.**

| | |
|---|---|
| and | |
| but | |
| or | |

## Adverbs of Manner

**viii. Read the given sentences and notice the use of adverbs of manner.**

- Sara washes her hands slowly.
- Ahmad plays the piano beautifully.
- They walked in the park quickly.
- Speak to your elders politely.

**Read Me**

Adverbs of manner tell us the manner or way in which something happens.

**ix. Circle the adverbs in the given sentences.**

- The car avoided the motorbike easily.
- It's cold outside so you need to dress up warmly.

Teaching Point

C3 (vi) Explain to students that joining words are used to show a relationship between sentences or ideas. They can be used to join two or more phrases, clauses or sentences. C3 (viii) Have them recall the concept of adverbs. Ask them to share more examples of adverbs of manner.

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- He does exercise regularly.
- Complete your homework carefully.
- We have won the match luckily.

### Punctuation

**x. Rewrite the given sentences by using correct capitalisation and punctuation marks in your notebook.**

- we should wash our hands with soap before and after every meal
- wow what an interesting story
- my uncle is a good looking man
- father bought some eggs onions tomatoes and potatoes

## D) Writing

### 1. Learning to Write

**i. Write the central idea of the poem 'Whole Duty of Children' in your notebook.**

**Read Me**

The central idea of a poem discusses the main thought of the whole poem. It is also called the main idea.

**ii. List four pairs of rhyming words and write a simple poem about 'Brushing Your Teeth' using them.**

**Rhyming words**

| | |
|---|---|
| _____ _____ | _____ _____ |
| _____ _____ | _____ _____ |

### 2. Creative Writing

**Write a poem using the given rhyming words in your notebook.**

| | | | |
|---|---|---|---|
| please ⟷ lease | turn ⟷ learn | find ⟷ kind | fuss ⟷ us |

Teaching Point

C3 (x) Have students recall the rules of punctuation. D1 (i) Guide students through writing the central idea of the poem. D1 (ii) Encourage them to think about and list four pairs of rhyming words and write a simple poem of their own. Guide them throughout the activity.

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# Review - 3

## A) Oral Communication

### 1. Learning the Sounds

**Read the given sentences. Underline the words with –ed endings and write them in their relevant columns.**

- They walked in the morning.
- His teacher granted him permission to go.
- They lived in Lahore with their family.
- His father decided to buy a new house.
- Rida showed a new painting to the class.
- Yesterday, Zara watched a match.

| /d/ | /id/ | /t/ |
|---|---|---|
| | | |
| | | |

**Write a word with each vowel sound in the table below.**

| Vowel | a | e | i | o | u |
|---|---|---|---|---|---|
| Short Vowel Sound | | | | | |
| Long Vowel Sound | | | | | |

## B) Reading and Critical Thinking

### 1. Reading Comprehension

**Answer the given questions.**

- What is your favourite cultural festival and why?
- Write some good study habits.
- Why should we wash our hands before and after a meal?

**Arrange the given words in alphabetical order according to the first letter and look up their meanings in the dictionary.**

habit | study | tradition | festival | manners

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**Arrange the given words in alphabetical order according to the second letter and look up their meanings in the dictionary.**

celebrate | culture | competition | cattle | class

## C) Language Focus

### 1. Vocabulary Building

**Read the given words and write their meanings.**

behave | tradition | celebrate | cheerful | invite

**Write sentences with the given modal verbs in your notebook.**

**Read the given text and circle the adverbs.**

One day, Nida was walking slowly to school. On the way, she saw a poor beggar under a tree. He almost fainted with hunger. She felt sorry for the beggar so she soon took out her lunch box. She generously gave it to him generously. The beggar ate the food hungrily. He thanked her happily.

**Rewrite the given text by adding full stops (.), question marks (?) and exclamation marks (!) correctly in your notebook.**

yasir went to visit a nearby market with his uncle he was very happy to see different kinds of things he saw fresh fruit and vegetables the fruit and vegetables were so colourful he asked his uncle where the pet shop was then they went to the pet shop "wow what a beautiful cat this is" he said to his uncle.

**Fill in the blanks with possessive pronouns.**

_____ neighbour asked _____ family and me to water _____ plants while they were on vacation. Monday will be _____ day to water. My brother offered to take ___ turn on Tuesday and Wednesday. My mother will take _____ turn on Thursday and Friday. So _____father only has to water on the weekend.

## D) Writing

### 1. Learning to Write

**Write in your notebook a short dialogue between two friends discussing how to celebrate the spring festival in their school.**

# Unit 10

# Be Aware, Be Safe

## Learning Outcomes

**After completing this unit, you will be able to:**

- demonstrate conventions and dynamics of group oral interaction to take turns and use polite expressions to seek attention.
- express understanding of a story/text through a role-play.
- pronounce the weak form of 'of', 'or' and 'but' in simple sentences.
- describe story elements briefly; tell when and where the story is set; describe the characters in a story; and express preferences about them.
- retell a story in a few simple sentences.
- locate specific information in a calendar and a class timetable.
- organise vocabulary items learnt in class and from the extended environment (including media) in a notebook according to parts of speech.
- recognise that pronouns agree with their antecedents in gender and number.
- articulate, recognise and use forms of some simple regular verbs.
- illustrate the use of tenses previously learnt in their speech and writing.
- recognise and use the full stop with some abbreviations.
- identify and use simple adverbs of time.
- write a guided story using the elements of a story.
- revise written work for correct spelling and punctuation, pronoun-antecedent agreement, subject-verb agreement.

## Getting Started

**Brother:** Have you seen them before? (Two persons getting out of the car.)
**Sister:** No, they seem to be strangers.
**Brother:** Watch out, they are coming towards us.
**Sister:** Yes, we should not talk to strangers, or accept anything from them.
**Brother:** Oh, yes! Let's ignore them.

### Let's Talk

- What would you do if you come across the same situation?

# Be Aware, Be Safe

### Pre-reading

- Look at the highlighted words and guess their meanings.
- Is it right to get anything from a stranger?

*Sara was holding a doll when Sara and her brother Ahsan entered their home.*

**Sara:** (Excitedly) Hello, Mama. Look, what I have got!
**Mother:** (Worriedly) Who gave you this doll?

**Sara:** There was a man in the street.
**Mother:** (Politely) Come here, Sara and Ahsan, and sit by my side.

*(Sara and her brother sat with their mother on the sofa.)*

**Mother:** You are good kids. Listen to me carefully.
**Sara:** Okay, Mama!
**Mother:** You should not get friendly with people whom you don't know.

### While-reading

Will you allow a stranger to come closer to you?

Never take anything from them without telling me or your Baba.

**Sara:** Why, Mama? Is it wrong?

**Mother:** Yes, it is not good to accept gifts from strangers.

**Sara:** Sorry, Mama. I won't do it again.

**Ahsan:** Mama, why is it wrong to be friendly with strangers?

**Mother:** Because it might be dangerous for you.

**Ahsan:** Okay, Mama!

**Sara:** If someone comes close to me, what should I do?

**Mother:** If a stranger ever comes close to you and offers a ride, a toy or any candy or chocolate, you should step away and say 'No!' to him.

Leave that place quickly. Remember, your Baba and I trust you a lot. So, share your daily routine and secrets with us instead of anyone else.

**While-reading**

How would you react if a stranger offers you a toy?

**Sara:** Which secrets, Mama?

**Mother:** If you leave class/school without informing your teacher, you should share it with me. If someone makes you feel uncomfortable or if you feel, like something just not right, you need to walk away at once and also share the incident with me. Promise me.

**Ahsan:** Promise, Mama!

**Sara:** I promise, I will share all my activities with you.

**Mother:** Good girl. I love both of you.

**Post-reading**

- Why should we not take things from strangers?
- If any stranger comes to you, what will you do?

Teaching Point

Do model reading of the text with correct pronunciation and intonation.Have students above discuss the theme of the text. Guide them about danger from the stranger. Ask the given above questions from the students and note their responses. Also conduct a role-play in the classroom and practise the unit dialogue.

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# A) Oral Communication

## 1. Learning the Sounds

### Weak Forms of 'and', 'of', 'or' and 'but'

**i. Read and say the given weak forms of 'and', 'of', 'or' and 'but' in these phrases/sentences.**

- Day and night
- The chair is made of wood.
- The food is good but the service is bad.
- Are you ready or not?
- Black and white.

**Read Me**

Weak forms are syllable sounds that become unstressed in speech. For example: of, and, or, but.

## 2. Learning to Speak

**i. Read and practise the given dialogue.**

**Teacher:** Haris, come to the front and read the lesson.
**Jawad:** Sir, can I come first?
**Teacher:** No, you have to wait for your turn.
**Jawad:** Okay, sir.

**ii. Create a dialogue session between two friends on 'Sharing'.**

# B) Reading and Critical Thinking

## 1. Reading Comprehension

**i. Answer these questions.**

- Who gave a doll to Sara?
- Why is it wrong to be friendly with strangers?
- Should we take things from strangers or not? Write in your own words.

A1 (i) Introduce the concept of weak forms of 'and', 'of', 'or' and 'but' to students. Share examples from the text and ask students to find more. A2 (i) Ask them to practise the given dialogue. Have them recall how to take turns and use polite expressions to seek attention.

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## ii. Read the given elements of a story.

**Characters**

Characters are people or animals who take part in the action of a story.

**Setting**

It is the place and time where the story events take place.

**Beginning**

It provides answers to who, when and where questions. In the beginning of a story, the writer describes the characters and setting.

**Middle**

It contains all the actions of a story.

**Conflict**

Every story has a problem that makes the characters work and get it solved.

**Ending**

It is the solution to the conflict.

## iii. Think and outline a story of your own keeping the story elements in view. Share your story with your teacher and classmates.

## iv. Look at the given calendar. Read it and answer the given questions.

- How many Fridays are there in the month of September?

_____

_____

- How many school days are there in September ?

_____

_____

**September**

| SUN | MON | TUE | WED | THU | FRI | SAT |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

## v. Read the lesson again and fill in the blanks.

- We should not accept gifts from _____.
- If any stranger comes to us, we should say _____ to him/her .

B1 (ii) Explain to students the elements of a story by giving examples. B1 (iv) Guide them on how to locate dates and events on a calendar. Help them read the calendar.

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- If you feel uncomfortable with any person, you should _____ at once.
- We should share our _____ with our parents.
- If any stranger tries to be friendly with us, it might cause _____ to us.

## 2. Analytical Reading

**Read the story 'Aladdin and the Magic Lamp'. Do you like or dislike the story? Share your opinion with your classmates.**

# C) Language Focus

## 1. Vocabulary Building

**i. Read the given words with their meanings.**

| | |
|---|---|
| carefully | with a lot of attention |
| stranger | a person that you do not know |
| friendly | showing that somebody is kind |
| harmful | dangerous |
| uncomfortable | uneasy |

### Parts of Speech

**ii. Read the given words and write them in the relevant columns.**

Sara you permit nice mother harsh promise
home dangerous accept they it

| Noun | Verbs | Adjectives | Pronouns |
|---|---|---|---|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Teaching Point

C1 (i) Ask students to learn the words with meanings. C1 (ii) Ask them to share some more nouns, verbs, adjectives and pronouns.

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## 2. Learning to Spell

**Fill in the missing letters to complete the words.**

ch__col__te  c__ndi__s  s_rang_r  pr__mise  s__cret

## 3. Grammar

### Pronoun-antecedent Agreement

**i. Read the given paragraph to understand pronoun-antecedent agreement.**

Once, Sara's mother was working in the kitchen. Sara went to the kitchen to help her mother. She decided to wash the dishes.She turned on the water tap and started soaping the dishes. Her mother saw her and she advised Sara to turn off the tap while she was soaping the dishes. She told Sara that we should not waste water. Sara and her mother washed the dishes. After that, they cooked food and cleaned the kitchen. In the evening, they enjoyed their meal.

**Read Me**

Pronouns must agree with their antecedents in gender and number. If the antecedent is of feminine gender, the pronoun must be of the same gender. If an antecedent is singular, the pronoun must represent a single person, place or thing.

**ii. Now write a paragraph on 'Respect for Family Members' taking care of pronoun-antecedent agreement.**

### Regular Verbs

**iii. Read the given forms of regular verbs.**

| Base Form | Past Form | Past Participle |
|---|---|---|
| start | started | started |
| play | played | played |
| touch | touched | touched |
| decide | decided | decided |

**Read Me**

Regular verbs form their past and past participle forms by adding -d or -ed to them.

**iv. Complete the table using the -ed rule.**

| Base Form | Past Form | Past Participle |
|---|---|---|
| ask | | |

Teaching Point

C3 (i) Explain to students the concept of pronoun-antecedent agreement. Tell them that a pronoun must agree with its antecedent in number and gender. C3 (iii) Tell them that regular verbs are formed by adding -d or -ed. Write some examples on the board and tell them about the forms of verbs.

| | | |
|---|---|---|
| need | | |
| demand | | |
| accept | | |

## Present, Past and Future Tenses

**v. Read the given sentences to understand the type of tense (simple present, past and future tenses).**

**Read Me**

The present tense shows actions which happen in the present.
The past tense shows actions that happened in the past.
The future tense shows actions that will happen in the future.

| Present | Past | Future |
|---|---|---|
| Sara plays with a doll. | Sara played with a doll. | Sara will play with a doll. |
| Mother explains stranger's danger to Sara. | Mother explained stranger's danger to Sara. | Mother will explain stranger's danger to Sara. |

**vi. Write correct tense for each sentence.**

- Ali writes a letter to his uncle. _____
- They will water the plants. _____
- I will go to Gilgit next month. _____

## Adverbs of Time

**vii. Read the given sentences to understand adverbs of time.**

- He saw a stranger outside his house yesterday.
- I will call you later.
- I'm going to Lahore tomorrow.
- We are doing our homework now.

**Read Me**

Adverbs of time tell us when something happens. They express a point in time. For example: tonight, yesterday, tomorrow, daily, weekly.

## Full Stop with Abbreviations

**viii. Read the given words with their abbreviations.**

| | |
|---|---|
| November | Nov. |
| minute | min. |
| Limited | Ltd. |

**Read Me**

An abbreviation is a shortened form of a word.

Teaching Point

C3 (v) Explain to them the structures of the simple present, past and future tenses by changing the tenses of the verbs. C3 (vii) Explain to them that adverbs of time answer the question 'when'. Encourage them to say sentences using the given adverbs of time. C3 (viii) Tell students that we use an abbreviation to write a word in its short form.

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**ix. Match the abbreviations with their full forms.**

| | |
|---|---|
| Aug. | Doctor |
| St. | Department |
| Dr. | August |
| Dept. | Street |

## D) Writing

### 1. Guided Writing

**i. Think of a story of your own and fill in the following story web.**

**Character**

**Setting**

**The Beginning**

**Conflict**

**The Middle**

**Solution**

**ii. Now write a story of your own using the information above in your notebook.**

### 2. Creative Writing

**Write some rules of staying safe.**

Teaching Point

D1 (i) Have students recall the elements of a story and help them in writing a story. D1 (ii) Encourage them to write a story in their own words. Ask them to revise their written work for correct spelling and punctuation,

# Unit 11

# The Fox And The Stork

## Learning Outcomes

**After completing this unit, you will be able to:**

- demonstrate conventions and dynamics of oral interaction in a group to agree/disagree politely.
- listen to and identify intonation patterns (rising and falling) in sentences.
- recognise and use the convention to mark these intonation patterns.
- apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in the following question type: personal response.
- recognise the cases of pronouns, i.e. subjective, objective, possessive.
- recognise alphabetical arrangement of words in a glossary or a dictionary.
- illustrate the use of tenses previously learnt in their speech and writing.
- recognise the function of more joining words.
- recognise the function of more wh words used in questions.
- respond to, and ask more wh questions.
- recognise and use apostrophe with contractions.
- use some strategies to gather ideas for writing such as mind maps, etc.
- use the reading texts as models for their own writing.
- write a short passage, anecdote, fable, etc., for pleasure and creativity.
- revise written work for correct spelling and punctuation, pronoun-antecedent agreement, subject-verb agreement, tenses.

## Getting Started

Look at the pictures. They show what true friends do for one another.

### Let's Talk

- What are the friends in the pictures doing?
- Can you share other things that friends do to help one another?
- How can you be a good friend to someone?

# The Fox And The Stork

### Pre-reading

- Did you ever see a fox and a stork? Share some information about them.

Once there were a fox and a stork living in a jungle. The fox was very clever. He always teased others. One day, he decided to play a trick on the stork. He went to his home and invited him to a dinner. The stork went to his place for the meal.

The fox prepared a tasty soup and served it in flat plates cunningly. The stork was unable to sip as his beak was so long. It was difficult for him to eat from the flat dish.

The hungry stork got angry but he did not show his anger and quickly went home. The stork had understood the scheme of the fox.

He decided to teach the fox a lesson. He invited him to dinner the next evening. The fox arrived happily at his place. The stork served the meal in a jar with a narrow neck. The stork easily ate all his food with his long beak, but the fox could not. He could not put her mouth into the jar. The stork said to the fox calmly, "Do not ridicule or degrade anyone for any reason. Allah (سُبْحَانَهُ وَتَعَالَىٰ) has made us all equal." The fox was ashamed. He said sorry to the stork. They became friends again.

**While-reading**

What will happen next?

**Post-reading**

- What did you learn from this story?
- Which character of the story did you like the most? Why?

## A) Oral Communication

**Read Me**

Intonation tells us how the voice rises and falls in a speech.

### 1. Learning the Sounds

**Intonation Patterns**

**i. Read the given rules and their sentences.**

| | | |
|---|---|---|
| **Rising Intonation** ↗ | Our voice rises at the end of a statement. | We should follow traffic rules. ↗ |
| | In yes-no questions. | Do you obey traffic rules? ↗ |
| **Falling Intonation** ↙ | Our voice falls on the final stressed syllable of a phrase or a group of words. | Accidents can happen anywhere. ↙ |
| | In wh-questions. | What is your name? ↙ |

Teaching Point

Model the text with correct pronunciation and intonation. Discuss the theme of the story with students. A1 (i) Explain the concept of intonation. Read some sentences aloud to explain the difference between rising and falling tones.

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| | | |
|---|---|---|
| | In commands | Do not run on roads. ✓ |
| | In exclamations | That's great! ✓ |

**ii. Read the given sentences and tick the correct intonation.**

- Do they follow traffic signs? rising/falling
- Always walk on the footpath. rising/falling
- Why are you driving fast? rising/falling
- Hurrah! I came first. rising/falling

## 2. Learning to Speak

**i. Read and practise the given dialogue.**

**Stork:** Hello, how are you, friends (fox and monkey)?
**Fox:** I am fine. Thank you.
**Monkey:** I am also fine.
**Stork:** Where are you both going?
**Monkey:** We are going to drink water from the new pond. It is really beautiful.
**Fox:** Yes, it is.
**Stork:** Wow, I also want to go there but now I am in a hurry. By the way where is it?
**Fox:** It is to the left of the big oak tree.
**Stork:** Thank you, both of you.
**Monkey:** You are welcome.

**ii. Make a group of three students and ask them to discuss qualities of a good friend. Ask them to agree/disagree by using polite words.**

# B) Reading and Critical Thinking

## 1. Reading Comprehension

**i. Answer these questions.**

- Who decided to make fun of the stork?
- How did the fox serve the meal?
- How should we treat our friends? Discuss.

A2 (i) Make pairs of students and encourage them to practise the given dialogue. Tell them how to agree or disagree politely. B1 (i) Encourage students to share answers orally.

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**ii. Read the given elements of a fable. Then read the story again and fill in the given boxes.**

| | |
|---|---|
| **Characters**<br>The persons or animals in a story | Characters<br>_____<br>_____ |
| **Setting**<br>Time and place where the story happens | Setting<br>_____<br>_____ |
| **Plot**<br>Events that make up a story | Plot<br>_____<br>_____ |
| **Conflict**<br>Problem between characters | Conflict<br>_____<br>_____ |
| **Resolution**<br>The point when the problem between characters is solved | Resolution<br>_____<br>_____ |

**iii. Read the lesson again and fill in the blanks with the correct options.**

- The stork could not eat _____ .
  a) the meal b) lunch c) vegetables d) fruits
- The fox was very _____.
  a) innocent b) clever c) beautiful d) ugly
- The fox served the meal in _____ plates.
  a) narrow b) deep c) flat d) round
- The fox and stork became _____ .
  a) enemy b) friends c) cousins d) sisters

## 2. Analytical Reading

**Read any fable and find out its moral. Write the moral in your notebook.**

Teaching Point

B1 (ii) Have students recall the concept of elements of a fable by giving some examples.
B (2) Help them find a fable and write its moral.

# C) Language Focus

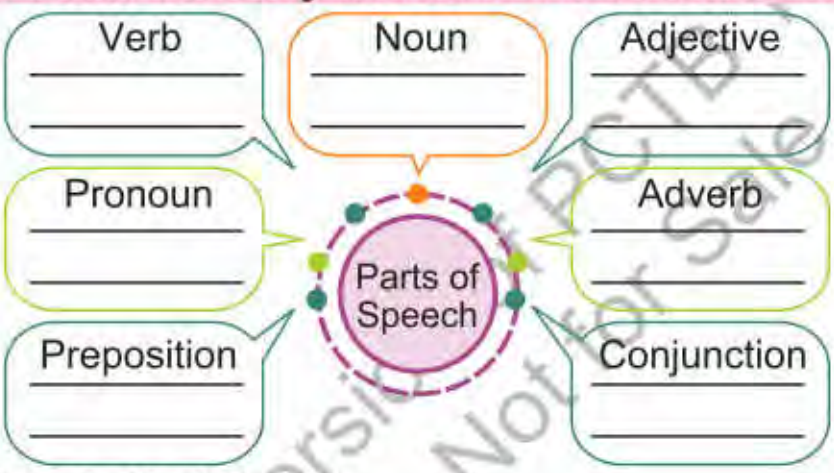
## 1. Vocabulary Building

### i. Read the given words with their meanings.

| | |
|---|---|
| clever | sharp; quick at learning |
| teased | made fun of |
| beak | curved outer part of a bird's mouth |
| degrade | to make people feel that they have no value |
| served | offer something to eat |

### Parts of Speech

### ii. Read the story and fill in the columns with parts of speech.

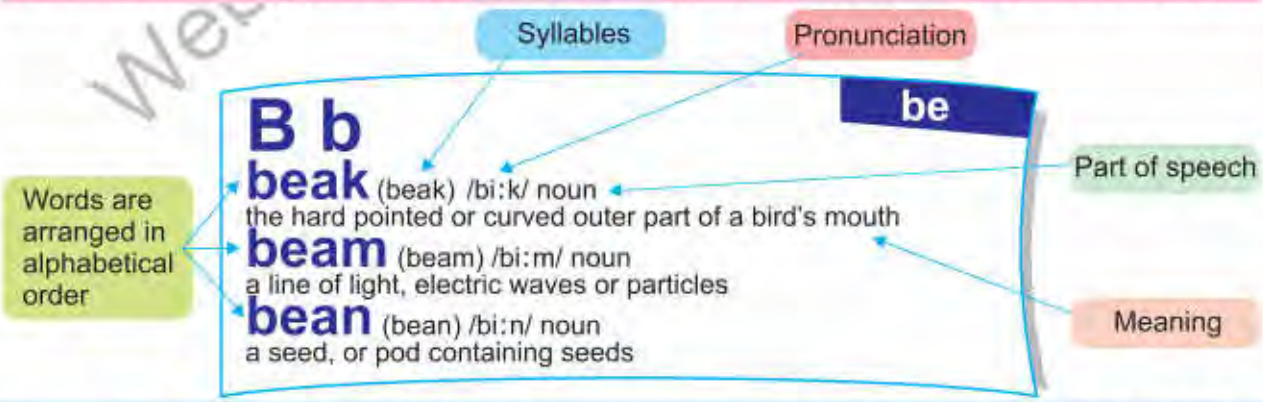



**Read Me**

In English, we have different parts of speech: noun, pronoun, verb, etc. They are also called word classes.

### Alphabetical Order

### iii. Read the given alphabetical order of words in a dictionary.


Syllables
Pronunciation
be
B b
beak (beak) /bi:k/ noun
the hard pointed or curved outer part of a bird's mouth
beam (beam) /bi:m/ noun
a line of light, electric waves or particles
bean (bean) /bi:n/ noun
a seed, or pod containing seeds
Words are arranged in alphabetical order
Part of speech
Meaning

Teaching Point

C1 (i) Ask students to learn the words with meanings. Encourage them to use these words in their daily conversations. C1 (ii) Have students recall the parts of speech by giving some examples. Help them recall all parts of speech. Encourage them to find them in the story.

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**iv. Arrange the given words in alphabetical order in your notebook.**

| | | | | |
|---|---|---|---|---|
| pluck | degrade | favourite | ashamed | greediness |
| jar | cunning | narrow | place | meal |

**Read Me**

A dictionary helps to find the meanings of words. It has all words arranged in alphabetical order.

## 2. Learning to Spell

**Fill in the missing letters and also learn the words.**

cu__ning  sto__k  s_rang_r

fr___end  fo__d

## 3. Grammar

### Subject, Object & Possessive Pronouns

**i. Read the given sentences and notice the use of pronouns as a subject, and an object, and to show possession.**

| Subject Pronouns | Object Pronouns | Possessive Pronouns |
|---|---|---|
| I am ten years old. | Give this book to me. | This bag is mine. |
| You look tired today. | Ali wants to talk to you. | This bag is yours. |
| Rehan is angry, and he wants Salman to apologise. | Junaid is hurt because Hamza hit him. | That dress looks like his. |
| This table is old. It needs repairing. | Rida received a letter from her last week. | These shoes are not hers. |
| We are not coming. | Maryam cannot find it. | That house is ours. |
| They do not like these cakes. | Don't be angry with us. | This isn't our car. It's theirs. |

**Read Me**

Subject pronouns are used as the subject of the verb. Object pronouns are used as the object of the verb. Possessive pronouns show possession or ownership.

Teaching Point

C2 Encourage them to fill in the missing letters and learn their spelling. C3 (i) Explain the concept of three cases of pronouns in detail by giving more examples. Ask them to read the given sentences and notice the use of different cases of pronouns.

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**ii. Use at least two subject, object and possessive pronouns in sentences.**

## Tenses

**iii. Read the given sentences.**

### The Simple Present Tense

- The fox eats grapes.
- The fox does not eat grapes.
- Does the fox eat grapes?

**Read Me**

The simple present tense is used for actions that take place in the present. We use the present form of the verb to make the simple present tense.

### The Simple Continuous Tense

- Villagers are eating.
- Villagers are not eating.
- Are villagers eating?

**Read Me**

The present continuous tense is used to express an ongoing action at the time of speaking.

### The Simple Past Tense

- The stork went to the fox's place.
- The stork did not go to the fox's place.
- Did the stork go to the fox's place?

**Read Me**

The simple past tense is used for actions that took place in the past. We add "d" or "ed" to the present form to convert it to the past form.

**iv. Make two sentences of your own using each tense given above and write them in your notebook.**

## Joining Words

**v. Read the given sentences and notice the use of joining words.**

- I have two goldfish and a cat.
- Rida speaks French but she had never been to France.
- Would you prefer coffee or tea?
- I got wet because I didn't take an umbrella.
- He was very hungry so he ate all the cake.

**Read Me**

Some words are used to connect words, phrases, and sentences. These words are called joining words.

**vi. Use the given joining words in your own sentences.**

and  but  or  because  so

Teaching Point

C3 (iii) Share more examples of sentences with students about the simple present tense, present continuous tense, and the simple past tense. C3 (iv) Help them make two sentences each using proper tenses.

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## Question Words

**vii. Choose the correct words from the given word bank.**

- _____ are you late today?
- _____ do you live?
- _____ is behind the door?
- _____ is your bag?

| Word bank | |
|---|---|
| Which | What |
| Where | Why |

**Read Me**

Questions words are used to ask questions.

**viii. Write two questions by using the above mentioned question words in your notebook.**

## Apostrophe

**ix. Read the given words with their contractions.**

| Words | Contractions | Words | Contractions |
|---|---|---|---|
| do not | don't | they are | they're |
| could not | couldn't | I am | I'm |

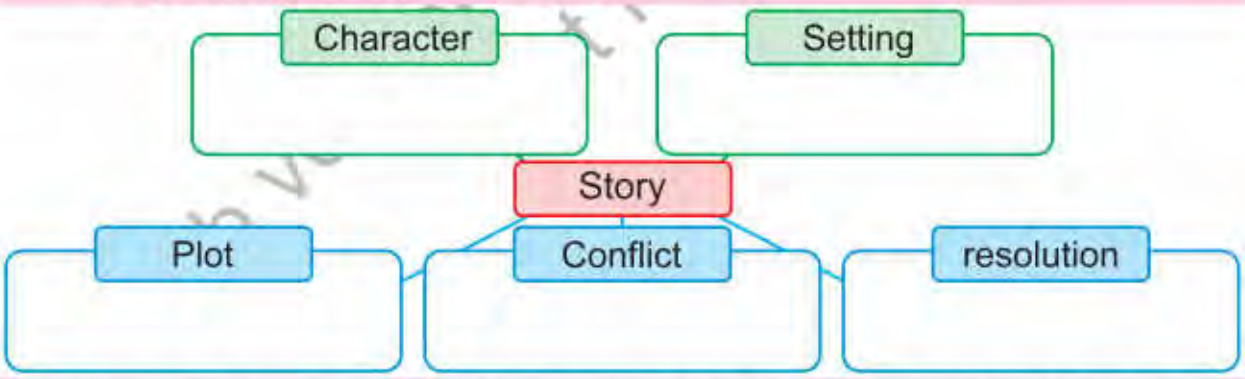
**Read Me**

We use the apostrophe(') to mark the omitted letters in contractions. When we combine two words, we omit some letters.

# D) Writing

## 1. Learning to Write

**i. Think of a story of your own. Fill in the following mind map to organise your ideas.**




**ii. Now write your own story using the ideas organised above.**

## 2. Creative Writing

**Write a story about how two friends revive their friendship after a quarrel.**

Teaching Point

D1 (i) Ask students to fill in the mind map with their ideas to write a fable. Help them in filling in the mind map. D1 (ii) Guide them to write a fable of their own by using the ideas of the mind map. Ask them to write the fable with correct spelling and vocabulary.

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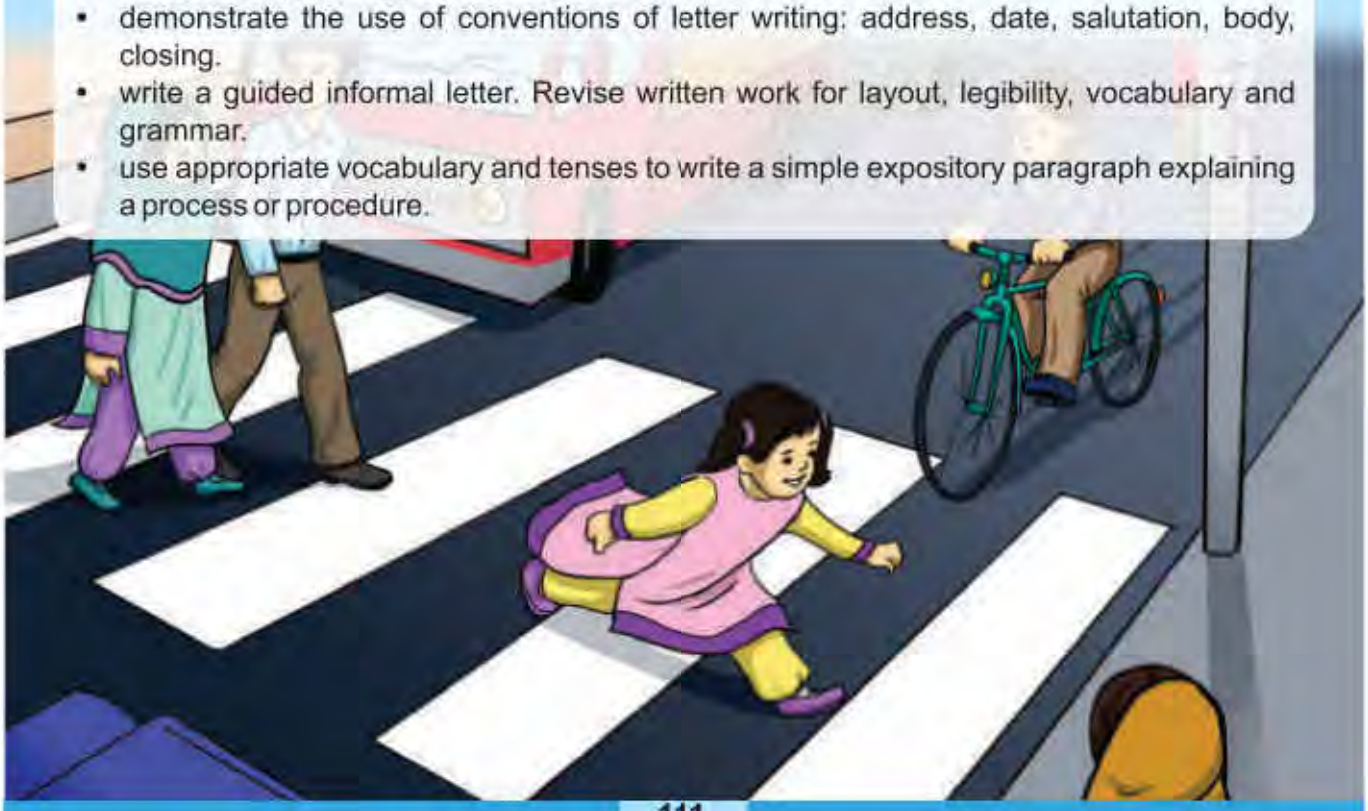
# Unit 12

# Time to Think!

## Learning Outcomes

**After completing this unit, you will be able to:**

- demonstrate conventions and dynamics of oral interaction in group to express needs and feelings, to express joy, sadness and anger.
- pronounce the weak forms of 'of', 'for', 'or' and 'but' in simple phrases.
- apply strategies to comprehend questions for appropriate response by marking keywords, verbs and tenses in the following question type: interpretive.
- explain position and direction on a picture, photograph or a map.
- describe a series of events in a picture or an illustration.
- spell some words studied in class both orally and in writing. Take dictation of words studied in class.
- apply spelling change in plural form of regular and irregular nouns.
- construct sentences beginning with words that point to something i.e. 'this', 'that', 'these', 'those', 'it' to describe picture(s), person(s) place(s), thing(s) etc.
- recognise and use the structure of past continuous tense for actions that were in progress at some time in the past and to give a descriptive background to a narrative/ recount.
- use words such as first, second, next and then to show a sequence.
- recognise and use hyphens with common compound words.
- demonstrate the use of conventions of letter writing: address, date, salutation, body, closing.
- write a guided informal letter. Revise written work for layout, legibility, vocabulary and grammar.
- use appropriate vocabulary and tenses to write a simple expository paragraph explaining a process or procedure.



## Getting Started

Look at the chart about classroom rules and think of some rules of your own.

### Let's Talk

- Which classroom rule is the most important? Why?
- Does every class need to follow rules? Why?
- Do we need rules at other places? Why?

# Time to Think!

### Pre-reading

- Read the highlighted words and predict their meanings.
- Tell the colours and the purposes of the traffic lights.

"Good afternoon, Dad! I have something important to show you," Ahsan said while taking off his school bag. "Good afternoon, my son! I would love to see what you have," his father replied.

Ahsan took out a brochure from his bag and showed it to his father. "Today, my teacher gave me this brochure on traffic rules. It has very interesting information about road safety," he said.

His father read the brochure and said, "That's really nice. Everyone should follow traffic rules. These rules make us safe while travelling."

### While-reading

Do you think cyclists should also follow traffic rules?

**When travelling in cars**

Fasten your seatbelt.

Always sit quietly in the back seat.

Always get out on the kerb side of the car.

## When walking to and from school

Avoid crossing between parked cars.

Follow traffic signals.

Obey traffic police.

Cross only at zebra crossing. Always walk and never run.

Look to your left and right before crossing the road.

Watch for turning vehicles.

## When cycling to school

Wear a helmet.

Use zebra crossing while crossing the road.

Obey the traffic rules.

"Yes, you are right. But everyone doesn't follow the rules. There is always a traffic jam in front of my school," said Ahsan. "Strange! Is there no traffic police there?" his father asked. "I don't think so. I have never seen anyone there," explained Ahsan. "That's not good. We should inform the traffic police about this issue. As a good citizen, it is our moral duty to help the police by informing them about traffic issues. Come, let's write a letter. I will help you to write it," said his father. Here is the letter that Ahsan wrote to the head of traffic police.

Teaching Point

Explain traffic rules to students. Guide them that they should always get permission from their parents before going somewhere. Tell them that they should never take food from strangers.

Ahsan
House No. 123, Sector A,
Islamabad.

Writer's address

Inspector General
Traffic Police Headquarters,
Islamabad.

Receiver's address

22 February 2018

Date

Respected Sir,

Salutation

I am writing this letter to inform you about the traffic jam issue in front of The Little Primary School. Nobody follows the traffic rules because there is no traffic police on this road. I often get late for school due to this traffic jam. I also observe many people violating safety rules on the road. They risk their lives and create problems for others as well.

I request you to solve this issue to help the citizens of this area.

Body

Yours sincerely,

Signature

**Post-reading**

- How do traffic rules help us?
- Have you ever experienced a traffic jam? Did you try to find a solution? Share your experience in a few lines.

# A) Oral Communication

**Read Me**

Weak forms are syllable sounds that become unstressed in speech. For example: 'of', 'and', 'or', 'but'.

## 1. Learning the Sounds

### Weak Forms

**i. Pronounce the weak forms of 'and', 'of', 'or' and 'but' in the given sentences.**

- We need some sugar and tea leaves.
- The food is tasty but the quantity is less.

- Is this for us or for them?
- That's part of the problem.

**ii. Make sentences of your own using the above weak forms.**

## 2. Learning to Speak

**i. Read and practise the given dialogues.**

**Sa'ad:** Assalamu Alaikum, Usman. Where are you going?
**Usman:** Wa Alaikum Assalaam. Actually, my grandfather is not feeling well. I'm going to get medicine for him.
**Sa'ad:** Oh, sad to know. Don't worry. He'll get well soon.
**Usman:** Thank you. Where are you going?
**Sa'ad:** My brother needs watercolours for his painting. I'm going to buy them.
**Usman:** Ok. Take care!

**Sara:** You look so happy. What happened?
**Amna:** I am going on a study trip with my school.
**Sara:** That's great!
**Amna:** But my best friend is not going with me.
**Sara:** Why?
**Amna:** Because she didn't get permission from her parents.
**Sara:** Oh, I hope you enjoy your trip.
**Amna:** Thank you!

**ii. Read the dialogues given above and express your needs, joy, sadness and anger.**

# B) Reading and Critical Thinking

## 1. Reading Comprehension

**i. Answer these questions.**

- What was the brochure about?
- To whom did Ahsan write the letter and why?
- Write a few sentences about traffic position in your city.

**Read Me**

Keywords, verbs and tenses used in a question can help us a lot to identify the question type. An interpretive question has more than one answer that can be explained with the help of examples from the text.

Teaching Point

Have them read the given questions and answer them orally. A1 (i) Model the given sentences varying the intonation patterns. A2 (i) Have students role-play the given dialogue. B1 (ii) Have them recall the concept of position words.

**ii. Look at the picture and read the sentences. Notice the use of prepositions.**

- The family is standing in front of the camp.
- Clouds are above the mountains.
- Ali is sitting between his mother and father.
- The trees are behind the tent.
- The boys are standing next to the camp.

**iii. Look at the picture. Use the given position words to describe the picture and write the description in your notebook.**

in on between under in front of behind right left

**iv. Describe the pictures in sentences of your own and write them in your notebook.**

**v. Read the lesson again and fill in the blanks with the correct options.**

- Ahsan took out a/an _____ from his bag.
  a) English book b) brochure c) poetry book d) storybook
- The brochure was about _____ rules.
  a) special b) scientific c) religious) d) traffic

Teaching Point

B1 (i) Encourage students to answer the questions orally. B1 (ii) Explain to them the concept of preposition.
B1 (iv) Encourage students to describe the given pictures in their own sentences.
B1 (v) Have them read the lesson again and fill in the blanks with the correct choices.

- The traffic rules make us safe while _____.
  a) travelling b) playing c) reading d) hiking
- Ahsan wrote a/an _____ to the head of the traffic police.
  a) invitation b) essay c) application d) letter

## 2. Analytical Reading

**Use the internet or magazines and write about how you can become a good citizen.**

# C) Language Focus

## 1. Vocabulary Building

**i. Read the given words with their meanings.**

| | |
|---|---|
| citizen | a person living permanently in a particular society or country |
| headquarters | main offices |
| traffic police | an official who controls traffic |
| walker | a person who walks, especially for exercise or enjoyment |

### Spellings

**ii. Read and spell the given words.**

travelling | brochure | strange | traffic

citizen | enquired | inform | vehicles

### Spellings Change in Plural Forms

**iv. Read the given regular plurals.**

| Adding 's' | | Adding 'es' | | Adding 'ies' | |
|---|---|---|---|---|---|
| car | cars | bus | buses | story | stories |
| house | houses | match | matches | party | parties |

Teaching Point

C1 (i) Ask students to learn words with meanings. Ask them to use these words in their daily conversation. C1 (iv, v) Explain to students the concept of regular and irregular nouns by giving examples.

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### v. Read the given irregular plurals.

| Singular | Plural | Singular | Plural |
|---|---|---|---|
| goose | geese | mouse | mice |
| wolf | wolves | ox | oxen |
| man | men | tooth | teeth |

### vi. Change the given nouns into plurals and write them in your notebook.

| | |
|---|---|
| child | |
| book | |
| calf | |
| foot | |
| city | |

**Read Me**

We add -s to most singular nouns to make plural nouns. Some words require -es at the end to convert them to plural nouns.
These words end in -s, -x, -ch and -sh. Some words that end in -o also require -es at the end to change them to plural nouns.
Words that end in -y followed by a consonant are converted to plural nouns by replacing -y with -i and adding -es to the end.
Irregular nouns do not follow any particular rule to change to plural nouns.

## 2. Learning to Spell

**Fill in the missing letters to complete the words.**

citi__en  inf__rm  stran__e__  en__uire  __raffic

## 3. Grammar

### Pointing Words

**i. Read the given sentences and notice the use of pointing words.**

- This is my favourite breakfast.
- That dress is beautiful.
- I like these vases.
- Those apples are very juicy.

**Read Me**

This, that, these and those are used with nouns to refer to people or things. We use 'this' and 'these' for people or things close to us. We use 'that' and 'those' for people or things away from us.

Teaching Point

C1 (iv, v) Explain to students the concept of regular and irregular nouns by giving examples. C2 Ask students to fill in the missing letters by themselves.

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**ii. Make sentences using each pointing word.**

## The Past Continuous Tense

**Read the given sentence structures for the past continuous tense.**

**Read Me**

The past continuous tense is used to express an ongoing action in the past.

| | |
|---|---|
| Affirmative: | Subject + was/were + base form of verb + -ing + object. |
| Negative: | Subject + was/were + not + base form of verb + -ing + object. |
| Interrogative: | Was/Were + subject + base form of verb + -ing + object? |

**iii. Read the given sentences.**

- Sahar and Sofia were playing.
- He was not writing a letter.
- We were getting late for the flight.
- They were running for a race.
- Was Salma going to Karachi?

**iv. Make two affirmative, negative and interrogative sentences using past continuous tense.**

## Connectors

**v. Read the given paragraph and notice the use of connectors.**

Yesterday, I had a great time with my friends. Firstly, I met them in a park. Secondly, I bought a beautiful scarf for my sister and I went out to have dinner with my family. Finally, I returned home and completed my speech for the speech competition.

**Read Me**

Connectors are used to show the order in which things happen. 'Firstly', 'secondly' and 'then' are some connectors.

**vi. Write a short paragraph using connectors to show the sequence of your daily routine.**

Teaching Point

C3 (iii) Have them read the structure of the past continuous tense. C3 (v) Ask students to read the paragraph and notice the use of connectors.

## Hyphens

**vii. Read the following rules of using hyphens with examples:**

| Uses of Hyphens | Examples |
|---|---|
| to make compound numbers | The building has twenty-one floors. |
| to join two words | Ahsan is a good-looking boy. |
| between the numbers in a fraction | He ate one-fourth of the bread. |

**viii. Hyphenate the given words correctly. Then make sentences of these words.**

well known | thirty two | mind blowing | four minutes

# D) Writing

## 1. Learning to Write

**i. Write a letter to your friend and share some traffic and safety rules for pedestrians.**

**ii. Read the given expository paragraph.**

My grandfather has given me a computer as a present. I am about to set up my new computer. There are so many different parts! I don't know where to start. The instructions manual can help me. It tells what each part is and how to attach it. I will follow the instructions step by step. First, I will connect the monitor and the (CPU). Next, I will connect the keyboard, mouse and speakers. Then, I will turn on the computer.

**iii. Write a short expository paragraph on how to pack your bag for a trip.**

## 2. Creative Writing

**How do you follow traffic rules in your life. Share your experience briefly.**

C3 (vii) Explain to them the concept of the hyphen by giving examples. Encourage them to share more examples. D1 (i, iii) Help students write a paragraph and a letter on their own. Ask them to write the letter and paragraph with correct spelling, punctuation and vocabulary.

# Unit 13

# Little Things

## Learning Outcomes

**After completing this unit, you will be able to:**

- practise and use appropriate tone and non-verbal cues for different communicative functions.
- produce in speech, appropriate patterns of rhythm, stress and intonation in the English language by listening to stories and poems read aloud in class.
- recite poems with actions.
- read and use symbols and directions in a picture/story map.
- apply spelling change in regular verb forms.
- illustrate the use of question words learnt earlier. Identify and use question words when, how many, and how much, etc.
- recognise and use the structure of the future simple tense for expressing actions in the future.
- identify and make simple sentences to show instructions, commands, and strong feelings.
- respond to, and ask simple questions starting with do and does.
- identify and write the central idea of a given poem in simple language.
- list rhyming words and write a poem.
- revise written work for layout, legibility, vocabulary and grammar.

## Getting Started

Look at the picture and identify the different items which are used to get shelter from rainwater.

### Let's Talk

- What do you wear if you have to go out in the rain?
- What do you like to eat on a rainy day?
- Which game do you like to play while it rains?

# Little Things

## *Pre-reading*

- Read the title and tell what the poem can be about.
- How little things make a person happy?

Little drops of water,
Little grains of sand,
Make the mighty ocean
And the pleasant land.

So the little moments,
Humble though they may be,
Make the mighty ages
Of eternity.

So the little errors
Lead the soul away,
From the paths of virtue
Into sin to stray.

Little deeds of kindness,
Little words of love,
Make our earth an Eden,
Like the heaven above.

**Julia A. Carney**

## While-reading

What do you understand by the word 'little'?

## Post-reading

- Explain the last stanza of the poem in your own words.
- Write five sentences on an act of kindness done by you to anyone and its result.

Model the poem by reading it with correct pronunciation and intonation. Discuss the theme of the poem. Tell students that the poem highlights the importance of little things. Explain to them that little things are not useless. We should not look down upon little things. Everything has its importance, no matter how little it may be.

# A) Oral Communication

## 1. Learning the Sounds

### Stress, Rythm and Intonation

**i. Read the given stanza with correct pronunciation.**

Now another day is breaking.
Sleep was sweet and so is waking.
Dear Lord, I promised You last night
Never again to sulk or fight.

**Read Me**

Stress is the force used to pronounce words or syllables. Rhythm is the repeated pattern of sounds and movements. Intonation is the rise and fall of the voice while speaking.

## 2. Learning to Speak

**i. Look at the given signs and read what they say.**

**Read Me**

Non-verbal communication is when we use different body parts and gestures to communicate our feelings and emotions.

**ii. Get students into pairs and have one student perform an action or express an emotion and ask the other student to guess the action or emotion by looking at his/her body language.**

# B) Reading and Critical Thinking

## 1. Reading Comprehension

**i. Answer these questions.**

- Find and write pairs of rhyming words in the poem.
- Share any incident from your life in which you showed kindness to anyone.
- What is the message of the poem 'Little Things'?

Teaching Point

A1 (i) Explain the concept of rhythm, stress and intonation to students and encourage them to read the given stanza of a poem aloud. A2 (i) Ask them to practise different ways of non-verbal communication given above. Explain to them that the tone is the way we speak. Tone and non-verbal communication are different ways to convey messages.

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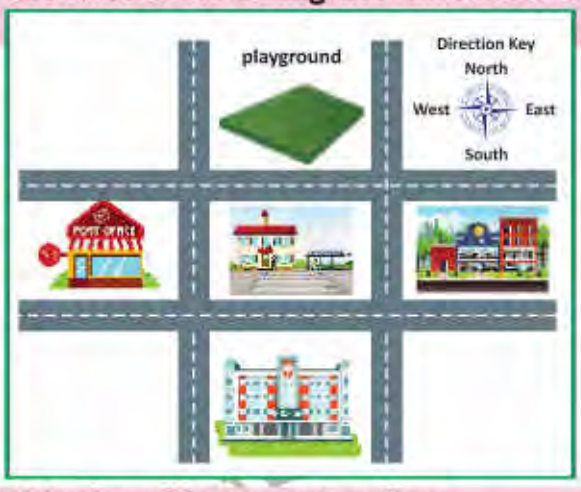
**ii. Read the given map and write correct directions using the direction key.**




- Direction of the post office from the school
  _____
- Direction of the hospital from the playground
  _____
- Direction of the playground from the hospital
  _____
- Direction of the police station from the post office
  _____

**iii. Read the lesson again and fill in the blanks with correct options.**

- The poem 'Little Things' is written by _____.
  a) Evaleen Stein b) Ann Taylor c) Julia A. Carney d)Elizabeth Bishop
- The poem highlights the importance of _____.
  a) big things b) bad things c) good things d) little things
- Little grains of sand make the pleasant _____.
  a) sea b) land c) lake d) river
- An ocean is made up of little drops of _____.
  a) water b) juice c) milk d) rain

## 2. Analytical Reading

**Use the internet and read about different rivers in Pakistan. Collect some interesting facts about them and share them with your classmates.**

# C) Language Focus

## 1. Vocabulary Building

**i. Read the given words with their meanings.**

| | |
|---|---|
| eternity | infinite or unending time |
| pleasant | enjoyable |
| mighty | very large and powerful |
| stray | to lose direction |
| virtue | a good act |

Teaching Point

B1 (iii) Encourage students to read the lesson again and fill in the blanks with the correct options. C1 (i) Ask students to learn vocabulary with meanings. Ask them to use these words in their conversation.

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## Regular Verb Forms

**ii. Read the given regular verbs.**

| Base Form | Past | Past Participle |
|---|---|---|
| allow | allowed | allowed |
| behave | behaved | behaved |
| jump | jumped | jumped |
| talk | talked | talked |

**Read Me**

Past and past participles of regular verbs are formed by adding '-d' and 'ed'.

**iii. Write the past and the past participles of the given verbs.**

| Base Form | Past | Past Participle | Base Form | Past | Past Participle |
|---|---|---|---|---|---|
| enjoy | | | need | | |
| kick | | | punish | | |

## 2. Learning to Spell

**Circle the correct spelling in each row.**

| | | | | | |
|---|---|---|---|---|---|
| myghty | mighty | mighti | heavan | heaaven | heaven |
| eternity | aternity | iternity | virtuee | virtue | vartue |
| pleasant | pleasantt | pleesant | | | |

## 3. Grammar

### Question Words

**i. Fill in the blanks using the correct wh-question words.**

- _____ is your new school?
- _____ storybook is yours?
- _____ is your favourite game?
- _____ are you looking so happy?
- _____ is absent today?

**Read Me**

Question words are used to ask questions.

**ii. Read the given sentences and notice the use of some other question words.**

| Question Words | How to use | Example |
|---|---|---|
| When | It is used to ask about time or any occasion. | When will you go to Dubai? |

Teaching Point

C1 (ii) Tell students that we add 'd' and 'ed' to the end of regular verbs. Encourage them to share more examples of regular verbs.

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| | | |
|---|---|---|
| How many | It is used to ask about the number of countable nouns. | How many people work in his company? |
| How much | It is used to ask about quantity, price of uncountable nouns. | How much sugar would you like in your tea? |

**iii. Write two questions by using each given question word.**

## The Simple Future Tense

The sentence structure of the simple future tense is given below:

| | |
|---|---|
| Affirmative: | Subject + will/shall + base form of verb + object. |
| Negative: | Subject + will/shall + not + base form of verb + object. |
| Interrogative: | Will/shall + subject + base form of verb + object? |

**Read Me**

The simple future tense refers to actions and events that will happen in future.

**iv. Read the given sentences.**

- They will buy a new car at the end of this month.
- She will not go to school tomorrow.
- It will rain tomorrow.
- Will he plan starting a new business?
- I will play football with my friends.
- The student will not appear in the exams this year.

**v. Make five sentences of your own using the simple future tense and write them in your notebook.**

## Kinds of Sentences

**vi. Read the instructions, commands and exclamatory sentences given below.**

### Instructions

- Fry the onion for 5-7 minutes.
- Take your medicine before sleeping.
- Read the given non-verbal cues.

Teaching Point

C3 (i) Have students recall the concept of question words. Introduce new question words with examples. C3 (iv) Ask them to read the structure of the simple future tense. Encourage them to share more examples.

**Commands**

- Clean your room.
- Sit down.

**Exclamatory Sentences**

- What a lovely waterfall!
- Wow, you won a gold medal!
- What a cold day!

**Read Me**

Command sentences are used to give commands. We use a full stop at the end of these sentences. These sentences are also called imperative sentences.
Instructional sentences give instructions on how to do things. These sentences end in a full stop.
Exclamatory sentences show sudden feelings and emotions. They end with an exclamation mark.

**vii. Tick (✓) the correct options for the given sentences.**

- Do your chores after breakfast.
  Command | Exclamatory | Instruction
- Serve drinks with the meal.
  Command | Exclamatory | Instruction
- Wow, what a lovely dress!
  Command | Exclamatory | Instruction

**Questions**

**viii. Read the given questions and notice the use of 'do' and 'does'.**

| Questions | Answers |
|---|---|
| Do you play hide and seek? | Yes, I play hide and seek. |
| Do they live in Karachi? | No, they don't. |
| Does she like Italian food? | Yes, she likes it very much. |
| Does he work in a bank? | Yes, he does. |

**Read Me**

Do and does are also used at the start of a sentence to ask a question. Such questions end with a question mark (?).

**ix. Write four questions of your own using 'do' and 'does' in your notebook.**

## D) Writing

### 1. Learning to Write

Teaching Point

C3 (vi) Explain the different kinds of sentences (instructional, command and exclamatory) to students. C3 (vii) Encourage them to tick the correct types of sentences.

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**i. Read central idea of the poem 'Little Things'.**

The poem 'Little Things' highlights the importance of little things. It teaches us that little things are not useless. Therefore, we should not look down upon them. Everything has its importance, no matter how little it may be.

**ii. Now write the central idea of the third stanza in your notebook.**

## 2. Creative Writing

**List four pairs of rhyming words and use them to write a simple poem about your favourite thing (e.g. toys, books).**

**Rhyming words**

_____ _____ _____ _____

**Poem**

**My Favourite Thing**

_____

_____

_____

_____

_____

_____

_____

_____

D2 Encourage students to brainstorm four pairs of rhyming words and write a poem about their favourite things. Ask them to revise their work for correct layout, legibility, vocabulary and grammar.
C3 (viii) Tell them that 'do' and 'does' are also used at the start of a sentence to ask questions. Encourage them to share more examples from their surroundings. D1 (ii) Guide students through writing the central idea of the poem.

# Review - 4

## A) Oral Communication

### 1. Learning the Sounds

**Read the given sentences and mark the sentences with rising (↗) or falling (↘) intonation.**

- Do you brush daily? (  )
- Where is your school? (  )
- We should obey our parents. (  )
- Hurrah! We have won the match. (  )

**Look at the given signs and write what they say.**

_____ _____ _____

**Have a discussion on how students will respond to a stranger who tries to be friendly with them. Ask them to express their feelings.**

## B) Reading and Critical Thinking

### 1. Reading Comprehension

**Answer the given questions.**

- Why did the fox invite the stork to his house?
- Write any three traffic rules.
- Why should we respect others?

**Write two words for each given part of speech.**

| Noun | Verb | Pronoun | Adjective | Adverb | Preposition | Conjunction |
|---|---|---|---|---|---|---|

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# C) Language Focus

## 1. Vocabulary Building

**Read the given words and write their meanings.**

harsh | degrade | jogger | stranger | mighty

**Read the given sentences carefully and write their correct tense.**

- The fox is degrading the stork. _____
- Did the children sleep late? _____
- Ahsan takes out the brochure. _____
- They will visit your house soon. _____
- Ali was talking with his friend. _____

**Rewrite the given sentences by adding the hyphen correctly.**

- This building has thirty four floors. _____
- He has eaten one fourth of this cake. _____
- He is a well known artist. _____

**Write sentences for each given kind in your notebook.**

Instruction | Command | Exclamatory sentence

**Fill in the blanks by using suitable connectors.**

Sunday was a great day. I spent that day with my friends. _____, we visited the National Museum with our father. _____we went to the nearby park and played cricket. _____, we ate pizza and fries in the evening.

# D) Writing

## 1. Learning to Write

**Make a mind map about the given topic. Write a story with the help of the mind map in your notebook.**

A brave girl

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# قومی ترانہ

پاک سَرزمین شاد باد  کِشورِ حسین شاد باد
تُو نِشانِ عزمِ عالی شان  ارضِ پاکستان
مرکزِ یقین شاد باد
پاک سَرزمین کا نِظام  قُوّتِ اُخوّتِ عوام
قوم ، مُلک ، سلطنت  پایندہ تابندہ باد
شاد باد منزلِ مُراد
پَرچمِ ستارہ و ہِلال  رہبرِ ترقّی و کمال
ترجمانِ ماضی، شانِ حال  جانِ اِستقبال
سایۂ خدائے ذُوالجلال

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